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EQUALITY OF EDUCATIONAL OPPORTUNITY.

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THE PRODUCT OF AN EXTENSIVE SURVEY REQUESTED BY THE CIVIL RIGHTS ACT OF 1964, THIS REPORT DOCUMENTS THE AVAILABILITY OF EQUAL EDUCATIONAL OPPORTUNITIES IN THE PUBLIC SCHOOLS FOR MINORITY GROUP NEGROES, PUERTO RICANS, MEXICAN-AMERICANS, ORIENTAL-AMERICANS, AND AMERICAN INDIANS, AS COMPARED WITH OPPORTUNITIES FOR MAJORITY GROUP WHITES. COMPARATIVE ESTIMATES ARE MADE ON A REGIONAL AS WELL AS ON A NATIONAL BASIS. SPECIFICALLY, THE REPORT DETAILS THE DEGREE OF SEGREGATION OF MINORITY GROUP PUPILS AND TEACHERS IN THE SCHOOLS AND THE RELATIONSHIP BETWEEN STUDENTS' ACHIEVEMENT, AS MEASURED BY ACHIEVEMENT TESTS, AND THE KINDS OF SCHOOLS THEY ATTEND. EDUCATIONAL QUALITY IS ASSESSED IN TERMS OF CURRICULUMS OFFERED, SCHOOL FACILITIES SUCH AS TEXTBOOKS, LABORATORIES, AND LIBRARIES, SUCH ACADEMIC PRACTICES AS TESTING FOR APTITUDE AND ACHIEVEMENT, AND THE PERSONAL, SOCIAL, AND ACADEMIC CHARACTERISTICS OF THE TEACHERS AND THE STUDENT BODIES IN THE SCHOOLS. ALSO IN THE REPORT IS A DISCUSSION OF FUTURE TEACHERS OF MINORITY GROUP CHILDREN, CASE STUDIES OF SCHOOL INTEGRATION, AND SECTIONS ON HIGHER EDUCATION OF MINORITIES AND SCHOOL NONENROLLMENT RATES. INFORMATION RELEVANT TO THE SURVEY'S RESEARCH PROCEDURES IS APPENDED. NOTABLE AMONG THE FINDINGS ON THE SURVEY ARE THAT NEGRO STUDENTS AND TEACHERS ARE LARGELY AND UNEQUALLY SEGREGATED FROM THEIR WHITE COUNTERPARTS, AND THAT THE AVERAGE MINORITY PUPIL ACHIEVES LESS AND IS MORE AFFECTED BY THE QUALITY OF HIS SCHOOL THAN THE AVERAGE WHITE PUPIL. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $4.25. (AH)

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EQUALITY OF EDUCATIONAL OPPORTUNITY

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EQUALITY OF EDUCATIONAL OPPORTUNITY

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Section I of this report was issued previously as a slightly different *Summary*

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THE PRESIDENT OF THE UNITED STATES
THE PRESIDENT OF THE SENATE
THE SPEAKER OF THE HOUSE

The attached report is submitted in response to Section 402 of the Civil Rights Act of 1964:

> SEC. 402. The Commissioner shall conduct a survey and make a report to the President and the Congress, within two years of the enactment of this title, concerning the lack of availability of equal educational opportunities for individuals by reason of race, color, religion, or national origin in public educational institutions at all levels in the United States, its territories and possessions, and the District of Columbia.

The survey requested in this legislation has been conducted. Its major findings will be found in brief form in the summary section of this report. For those desiring more detailed information, a comprehensive presentation is provided in the eight sections of the full report. The full report also describes in detail the survey design and procedures and the types of tests used; it contains copies of the questionnaires administered to superintendents, principals, teachers, and students as part of the study.

In carrying out the survey, attention was paid to six racial and ethnic groups: Negroes, American Indians, Oriental Americans, Puerto Ricans living in the continental United States, Mexican Americans, and whites other than Mexican Americans and Puerto Ricans often called "majority" or simply "white." These terms of identification are not used in the anthropological sense, but reflect social categories by which people in the United States identify themselves and are identified by others.

Stated in broadest terms, the survey addressed itself to four major questions.

The first is the extent to which the racial and ethnic groups are segregated from one another in the public schools.

The second question is whether the schools offer equal educational opportunities in terms of a number of other criteria which are regarded as good indicators of educational quality. The attempt to answer this elusive question involves describing many characteristics of the schools.

Some of these are tangible, such as numbers of laboratories, textbooks, libraries, and the like. Some have to do with the curriculums offered—academic, commercial, vocational—and with academic practices such as the administering of aptitude and achievement tests and "tracking" by presumed ability. Other of these aspects are less tangible. They include the characteristics of the teachers found in the schools—such things as their education, amount of teaching experience, salary level, verbal ability, and indications of attitudes. The characteristics of the student bodies are also assessed, so far as is possible within the framework of the study, so that some rough descriptions can be made of the socioeconomic backgrounds of the students, the education of their parents, and the attitudes the pupils have toward themselves and their ability to affect their own destinies, as well as their academic aspirations.

Only partial information about equality or inequality of opportunity for education can be obtained by looking at the above characteristics, which might be termed the schools' input. It is necessary to look also at their output—the results they produce. The third major question, then, is addressed to how much the students learn as measured by their performance on standardized achievement tests.

Fourth is the attempt to discern possible relationships between students' achievement, on the one hand, and the kinds of schools they attend on the other.

My staff members and the consultants who have assisted them on this project do not regard the survey findings as the last word on the lack of equal educational opportunities in the United States. But they do believe that sufficient care has gone into this survey and into the interpretation of its results to make the findings useful to those who are concerned with public education in the United States.

The report does not include any recommendations of what policies or programs should be mounted by Federal, State, or local government agencies in order to improve educational opportunity in the light of the findings. In the months ahead, the U.S. Office of Education will use its own staff and seek the help of advisors to determine how it can use the results of the survey to enhance the educational opportunities of all citizens of the United States. We encourage other public and private groups to do likewise, and we will gladly cooperate with others who are seeking constructive courses of action based on the survey reported here.

HAROLD HOWE II,
U.S. Commissioner of Education.

JULY 2, 1966.

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The Survey

In view of the fundamental significance of educational opportunity to many important social issues today, Congress requested the survey of educational opportunity reported in this document. The survey is, of course, only one small part of extensive and varied activities which numerous institutions and persons are pursuing in an effort to understand the critical factors relating to the education of minority children and hence to build a sound basis for recommendations for improving their education. Probably the main contribution of the survey to this large and long-range effort will be in the fact that for the first time there is made available a comprehensive collection of data gathered on consistent specifications throughout the whole Nation.

Some brief analyses of the data have been made by the Office of Education in the few months available since the data were collected in the latter part of 1965. The results of this effort to determine some of the more immediate implications of the data are included in this report. A small staff in the Office of Education will carry out a continuing program of analysis. More importantly, the data will be made available to research workers everywhere so that they can perform their own analyses and can apply the data to their own special areas of investigation.

The survey was carried out by the National Center for Educational Statistics of the U.S. Office of Education. In addition to its own staff the Center used the services of outside consultants and contractors. James Coleman of Johns Hopkins University had major responsibility for the design, administration, and analysis of the survey. Ernest Campbell of Vanderbilt University shared this responsibility and particularly had major responsibility for the college surveys. Staff members of the Center assigned full time to the survey were Carol Hobson, James McPartland, Frederic Weinfeld, and Robert York. Staff members assigned part time to the survey included Gordon Adams, Richard Barr, L. Bischoff, O. Jean Brandes, Keith Brunell, Marjorie Chandler, George J. Collins, Abraham Frankel, Jacqueline Gleason, Forrest Harrison, Eugene Higgins, Harry Lester, Francis Nassetta, Hazel Poole, Bronson Price, James K. Rocks, Frank L. Schick, Samuel Schloss, Ivan Seibert, Ellease Thompson, Edward Zabrowski, and Judith Zinter.

The Educational Testing Service of Princeton, N.J., was the contractor for the major public school survey under the direction of Robert J. Solomon and Joseph L. Boyd. It provided existing published tests for use in the survey and carried out the administration of these tests and of special questionnaires developed by the Center staff. Albert E. Beaton of Educational Testing Service conducted the computer analysis in accordance with specifications supplied by the staff of the Center.

Florida State University was the contractor for the nonenrollment study carried out by Charles Nam, Lewis Rhodes, and Robert Herriott. The Bureau of the Census administered this survey as part of its October 1965 Current Population Survey and processed the data.

Raymond W. Mack of Northwestern University directed the team of sociologists who did the case studies of education for minorities in the 10 American cities. The members of this team were Troy Duster, Michael Aiken, N. J. Demerath III, Margaret Long, Ruth Simms Hamilton, Herbert R. Barringer, Rosalind J. Dworkin, John Pease, Bonnie Remsberg, and A. G. Dworkin. G. W. Foster of the University of Wisconsin directed the team of lawyers who did case studies of the legal and political problems of de facto segregation in seven American cities. The members of this team were William G. Buss, Jr., John E. Coons, William Cohen, Ira Michael Heyman, Ralph Reisner, John Kaplan, and Robert H. Marden.

Other persons outside the Office of Education who contributed to the report were David Armor, Phillips Cutright, James Fennessey, Jeanette Hopkins, Nancy Karweit, Jimmer Leonard. John Tukey of Princeton University provided consulting assistance in the design of the regression analysis.

An advisory committee assisted in the design of the study and in developing procedures for carrying it out. The committee did not participate in the analysis of the data or the preparation of the final report. Its members were:

- James E. Allen, Jr., New York State Commissioner of Education
- Anne Anastasi, Fordham University
- Vincent J. Browne, Howard University
- Benjamin E. Carmichael, Superintendent of Chattanooga Schools
- John B. Carroll, Harvard University
- Otis Dudley Duncan, University of Michigan
- Warren G. Findley, University of Georgia
- Edmund W. Gordon, Yeshiva University
- David A. Goslin, Russell Sage Foundation
- Carl F. Hansen, Superintendent of District of Columbia Public Schools
- James A. Hazlett, Superintendent of Kansas City Schools
- Theron A. Johnson, New York State Department of Education
- Sidney P. Marland, Superintendent of Pittsburgh Schools
- James M. Nabrit, President of Howard University
- Thomas F. Pettigrew, Harvard University
- Clinton C. Trillingham, Superintendent of Los Angeles County Schools
- Warren T. White, Superintendent of Dallas Public Schools
- Stephen J. Wright, President of Fisk University

A large number of educators were consulted informally in the early stages of the design of the survey; no attempt will be made to list them here. At the same time, representatives of a number of organizations were consulted, particularly, Leroy Clark and John W. Davis of the National Association for the Advancement of Colored People Legal Defense and Educational Fund; and June Shagaloff of the National Association for the Advancement of Colored People; Carl Rachlin, and Marvin Rich of the Congress of Racial Equality; Max Birnbaum, Lawrence Bloomgarden, and Isaiah Terman of the American Jewish Committee; Otis Finley, and Mahlon Puryear of the National Urban League; Harold Braverman of the Anti-Defamation League; Randolph Blackwell of the Southern Christian Leadership Conference; Rudy Ramos of the American G.I. Forum of the United States; Paul M. Deac of the National Confederation of American Ethnic Groups; and Elizabeth R. Cole* of the U.S. Commission on Civil Rights.

By far the largest contribution to the survey resulted from the cooperative support and hard work of many hundreds of school officials at every level of education and almost 20,000 schoolteachers who administered the survey questionnaires in their classrooms throughout the Nation.

The Office of Education will make all the data gathered by this survey available to research workers. It must be done in the form of tabulations or statistics. No information can be revealed about an individual pupil, teacher, local or State school administrator, local or State school system.

ALEXANDER M. MOOD,
Assistant Commissioner
for Educational Statistics.

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*Deceased

1.0 Summary Report

1.1 Segregation in the public schools

The great majority of American children attend schools that are largely segregated—that is, where almost all of their fellow students are of the same racial background as they are. Among minority groups, Negroes are by far the most segregated. Taking all groups, however, white children are most segregated. Almost 80 percent of all white pupils in 1st grade and 12th grade attend schools that are from 90 to 100 percent white. And 97 percent at grade 1, and 99 percent at grade 12, attend schools that are 50 percent or more white.

For Negro pupils, segregation is more nearly complete in the South (as it is for whites also), but it is extensive also in all the other regions where the Negro population is concentrated: the urban North, Midwest, and West.

More than 65 percent of all Negro pupils in the first grade attend schools that are between 90 and 100 percent Negro. And 87 percent at grade 1, and 66 percent at grade 12, attend schools that are 50 percent or more Negro. In the South most students attend schools that are 100 percent white or Negro.

The same pattern of segregation holds, though not quite so strongly, for the teachers of Negro and white students. For the Nation as a whole, the average Negro elementary pupil attends a school in which 65 percent of the teachers are Negro; the average white elementary pupil attends a school in which 97 percent of the teachers are white. White teachers are more predominant at the secondary level, where the corresponding figures are 59 and 97 percent. The racial matching of teachers is most pronounced in the South, where by tradition it has been complete. On a nationwide basis, in cases where the races of pupils and teachers are not matched, the trend is all in one direction: white teachers teach Negro children but Negro teachers seldom teach white children; just as, in the schools, integration consists primarily of a minority of Negro pupils in predominantly white schools but almost never of a few whites in largely Negro schools.

In its desegregation decision of 1954, the Supreme Court held that separate schools for Negro and white children are inherently unequal. This survey finds that, when measured by that yardstick, American public education remains largely unequal in most regions of the country, including all those where Negroes form any significant proportion of the population. Obviously, however, that is not the only yardstick. The next section of the summary describes other characteristics by means of which equality of educational opportunity may be appraised.

FIGURE 1

WHITE PUPILS—ALL REGIONS
GRADE 1

PERCENT OF WHITE STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

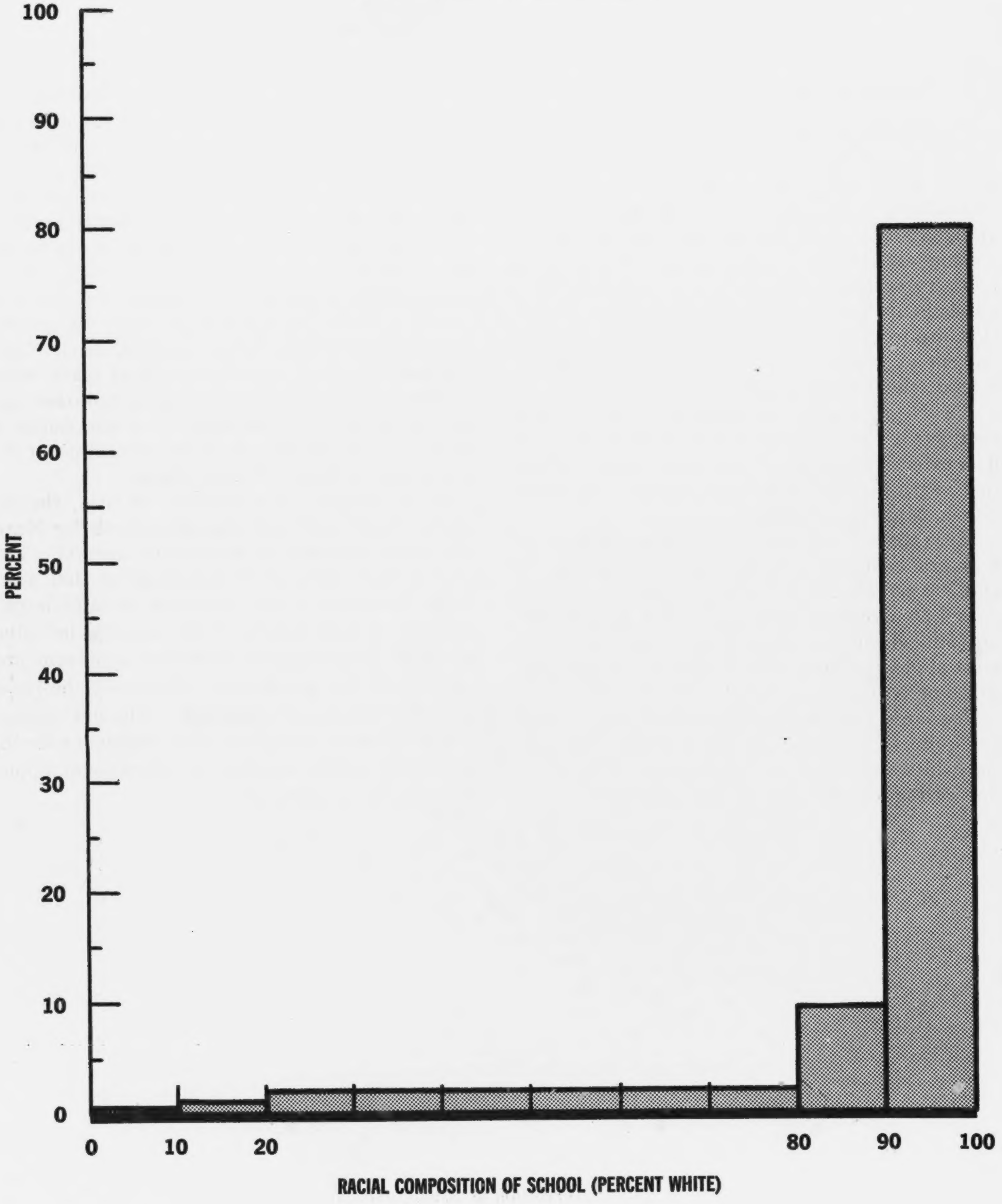


FIGURE 2
NEGRO PUPILS—ALL REGIONS
GRADE 1

PERCENT OF NEGRO STUDENTS IN SCHOOLS
OF DIFFERING RACIAL COMPOSITION

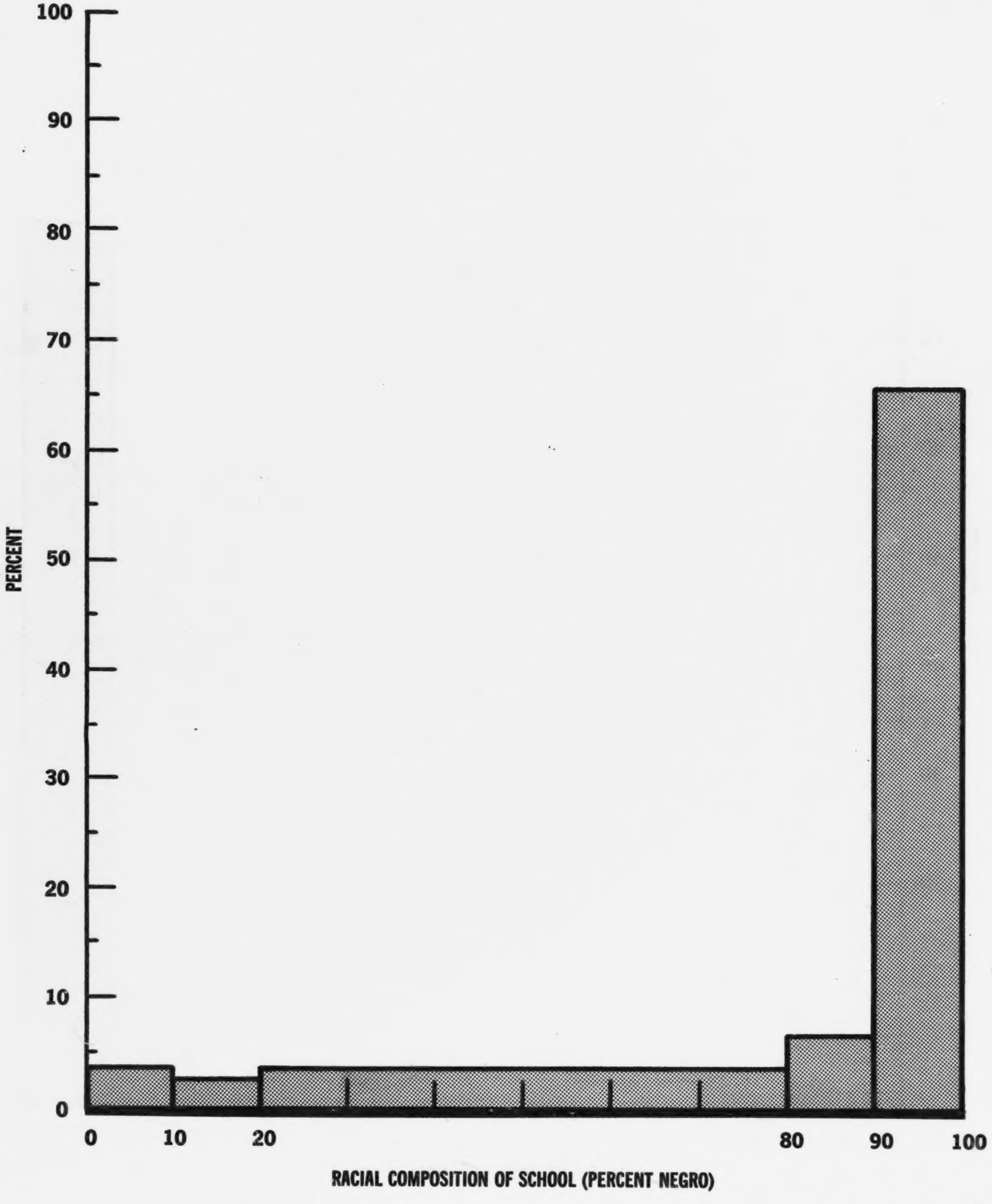


FIGURE 3
WHITE PUPILS—ALL REGIONS
GRADE 12

PERCENT OF WHITE STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

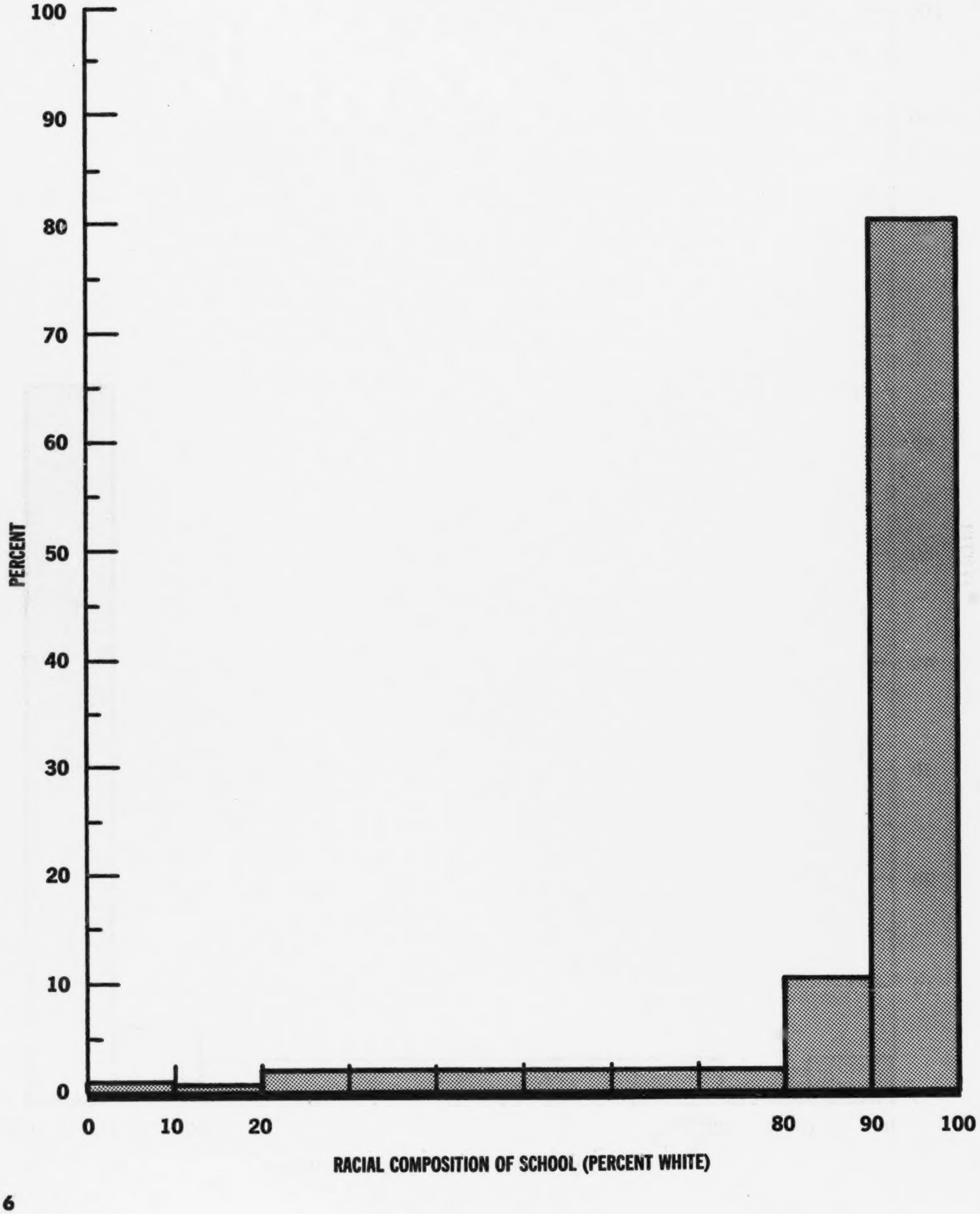
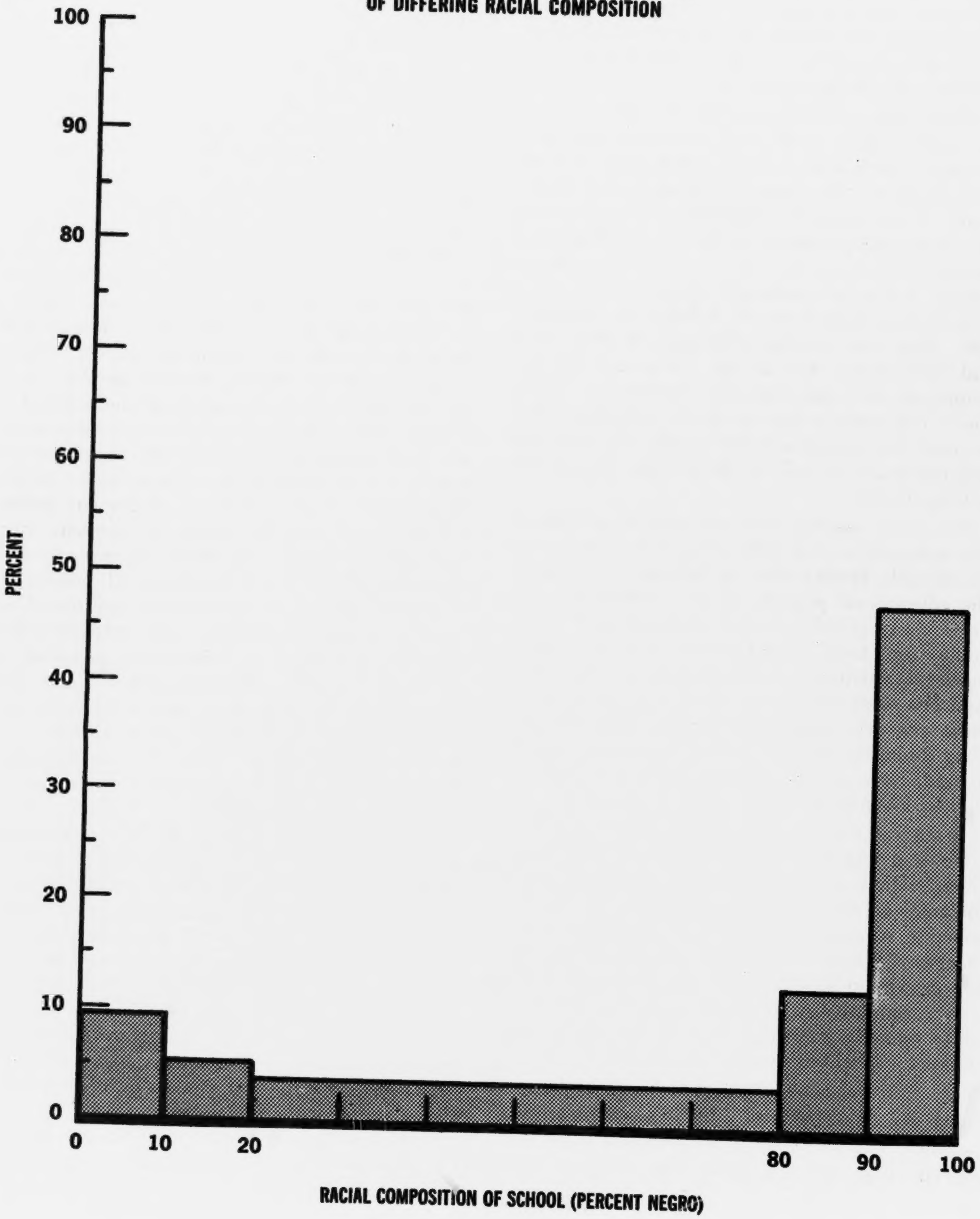


FIGURE 4

NEGRO PUPILS—ALL REGIONS
GRADE 12

PERCENT OF NEGRO STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION



1.2 The schools and their characteristics

The school environment of a child consists of many elements, ranging from the desk he sits at to the child who sits next to him, and including the teacher who stands at the front of his class. A statistical survey can give only fragmentary evidence of this environment.

Great collections of numbers such as are found in these pages—totals and averages and percentages—blur and obscure rather than sharpen and illuminate the range of variation they represent. If one reads, for example, that the average annual income per person in the State of Maryland is $3,000, there is a tendency to picture an average person living in moderate circumstances in a middle-class neighborhood holding an ordinary job. But that number represents at the upper end millionaires, and at the lower end the unemployed, the pensioners, the charwomen. Thus the $3,000 average income should somehow bring to mind the tycoon and the tramp, the showcase and the shack, as well as the average man in the average house.

So, too, in reading these statistics on education, one must picture the child whose school has every conceivable facility that is believed to enhance the educational process, whose teachers may be particularly gifted and well educated, and whose home and total neighborhood are themselves powerful contributors to his education and growth. And one must picture the child in a dismal tenement area who may come hungry to an ancient, dirty building that is badly ventilated, poorly lighted, overcrowded, understaffed, and without sufficient textbooks.

Statistics, too, must deal with one thing at a time, and cumulative effects tend to be lost in them. Having a teacher without a college degree indicates an element of disadvantage, but in the concrete situation, a child may be taught by a teacher who is not only without a degree but who has grown up and received his schooling in the local community, who has never been out of the State, who has a 10th-grade vocabulary, and who shares the local community's attitudes.

One must also be aware of the relative importance of a certain kind of thing to a certain kind of person. Just as a loaf of bread means more to a starving man than to a sated one, so one very fine textbook or, better, one very able teacher, may mean far more to a deprived child than to one who already has several of both.

Finally, it should be borne in mind that in cases where Negroes in the South receive unequal treatment, the significance in terms of actual numbers of individuals involved is very great, since 54 percent of the Negro population of school-going age, or approximately 3,200,000 children, live in that region.

All of the findings reported in this section of the summary are based on responses to questionnaires filled out by public school teachers, principals, district school superintendents, and pupils. The data were gathered in September and October of 1965 from 4,000 public schools. All teachers, principals, and district superintendents in these schools participated, as did all pupils in the 3d, 6th, 9th, and 12th grades. First-grade pupils in half the schools participated. More than 645,000 pupils in all were involved in the survey. About 30 percent of the schools selected for the survey did not participate; an analysis of the nonparticipating schools indicated that their inclusion would not have significantly altered the results of the survey. The participation rates were: in the metropolitan North and West, 72 percent; metropolitan South and Southwest, 65 percent; nonmetropolitan North and West, 82 percent; nonmetropolitan South and Southwest 61 percent.

All the statistics on the physical facilities of the schools and the academic and extracurricular programs are based on information provided by the teachers and administrators. They also provided information about their own education, experience, and philosophy of education, and described as they see them the socioeconomic characteristics of the neighborhoods served by their schools.

The statistics having to do with the pupils' personal socioeconomic backgrounds, level of education of their parents, and certain items in their homes (such as encyclopedias, daily newspapers, etc.) are based on pupil responses to questionnaires. The pupils also answered questions about their academic aspirations and their attitudes toward staying in school.

All personal and school data were confidential and for statistical purposes only; the questionnaires were collected without the names or other personal identification of the respondents.

Data for Negro and white children are classified by whether the schools are in metropolitan areas or not. The definition of a metropolitan area is the one commonly used by government agencies: a city of over 50,000 inhabitants including its suburbs. All other schools in small cities, towns, or rural areas are referred to as nonmetropolitan schools.

Finally, for most tables, data for Negro and white children are classified by geographical regions. For metropolitan schools there are usually five regions defined as follows:

Northeast—Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, Delaware, Maryland, New Jersey, New York, Pennsylvania, District of Columbia. (Using 1960 census data, this region contains about 16 percent of all Negro children in the Nation and 20 percent of all white children age 5 to 19.)

Midwest—Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota (containing 16 percent of Negro and 19 percent of white children age 5 to 19).

South—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia (containing 27 percent of Negro and 14 percent of white children age 5 to 19).

Southwest—Arizona, New Mexico, Oklahoma, Texas (containing 4 percent of Negro and 3 percent of white children age 5 to 19).

West—Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming (containing 4 percent of Negro and 11 percent of white children age 5 to 19).

The nonmetropolitan schools are usually classified into only three regions:

South—As above (containing 27 percent of Negro and 14 percent of white children age 5 to 19)

Southwest—As above (containing 4 percent of Negro and 2 percent of white children age 5 to 19)

North and West—All States not in the South and Southwest (containing 2 percent of Negro and 17 percent of white children age 5 to 19)

Data for minority groups other than Negroes are presented only on a nationwide basis because there were not sufficient cases to warrant a breakdown by regions.

Facilities

The two tables which follow (table 1, for elementary schools, and table 2, for secondary) list certain school characteristics and the percentages of pupils of the various races who are enrolled in schools which have those characteristics. Where specified by "average" the figures represent actual numbers rather than percentages. Reading from left to right, percentages or averages are given on a nationwide basis for the six groups; then comparisons between Negro and white access to the various facilities are made on the basis of regional and metropolitan-nonmetropolitan breakdowns.

Thus, in table 1, it will be seen that for the Nation as a whole white children attend elementary schools with a smaller average number of pupils per room (29) than do any of the minorities (which range from 30 to 33). Farther to the right are the regional breakdowns for whites and Negroes, and it can be seen that in some regions the nationwide pattern is reversed: in the nonmetropolitan North and West and Southwest for example, there is a smaller average number of pupils per room for Negroes than for whites.

The same item on table 2 shows that secondary school whites have a smaller average number of pupils per room than minorities, except Indians. Looking at the regional breakdown, however, one finds much more striking differences than the national average would suggest: In the metropolitan Midwest, for example, the average Negro has 54 pupils per room—probably reflecting considerable frequency of double sessions—compared with 33 per room for whites. Nationally, at the high school level the average white has 1 teacher for every 22 students and the average Negro has 1 for every 26 students. (See table 6b.)

It is thus apparent that the tables must be studied carefully, with special attention paid to the regional breakdowns, which often provide more meaningful information than do the nationwide averages. Such careful study will reveal that there is not a wholly consistent pattern—that is, minorities are not at a disadvantage in every item listed—but that there are nevertheless some definite and systematic directions of differences. Nationally, Negro pupils have fewer of some of the facilities that seem most related to academic achievement: They have less access to physics, chemistry, and language laboratories; there are fewer

Table 1.—Percent (except where average specified) of pupils in *elementary* schools having the school characteristic named at left, fall 1965

Characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
							North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
	MA	PR	IA	OA	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.
Age of main building:																						
Less than 20 years	59	57	66	61	63	60	48	54	72	34	73	40	31	59	28	63	77	75	52	89	76	80
20 to 40 years	18	18	20	20	17	20	35	13	21	43	17	28	23	23	18	18	11	20	27	10	14	9
At least 40 years	22	24	13	18	18	18	17	32	4	20	9	29	43	18	53	18	12	4	21	1	7	7
Average pupils per room	33	31	30	33	32	29	25	28	34	26	21	31	33	30	34	30	30	31	39	26	37	31
Auditorium	20	31	18	21	27	19	3	5	16	40	14	19	56	40	27	10	20	21	11	1	47	12
Cafeteria	39	43	38	30	38	37	41	33	46	64	47	54	41	45	24	22	34	32	48	38	34	14
Gymnasium	19	27	20	14	15	21	9	8	15	31	15	21	46	49	36	19	6	5	13	17	0	8
Infirmary	59	62	64	77	71	68	52	52	49	44	38	39	74	90	74	79	81	76	59	48	93	96
Full-time librarian	22	31	22	24	30	22	4	13	32	22	5	11	46	43	22	15	38	50	11	12	19	13
Free textbooks	80	82	80	85	84	75	73	56	70	73	99	98	100	98	72	54	84	82	83	65	98	100
School has sufficient number of textbooks	90	87	91	93	84	96	97	99	76	94	97	96	90	97	97	99	74	98	82	84	95	90
Texts under 4 years old	66	68	60	52	67	61	66	51	60	60	47	85	57	56	67	59	71	91	76	53	77	77
Central school library	69	71	72	83	73	72	44	58	74	77	48	75	83	89	57	70	79	69	59	33	81	95
Free lunch program	64	73	66	52	74	59	61	50	87	94	83	70	50	43	42	48	90	85	74	82	65	47

NOTE: In this Summary section, the group identifications are abbreviated as follows: MA—Mexican American; PR—Puerto Rican; IA—Indian American; OA—Oriental American; Neg.—Negro; and Maj.—majority or white.

Table 2.—Percent (except where average specified) of pupils in *secondary* schools having the school characteristic named at left, fall 1965

Characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
							North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
	MA	PR	IA	OA	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.
Age of main building:																						
Less than 20 years	48	40	49	41	60	53	64	35	79	52	76	44	18	64	33	43	74	84	76	43	53	79
20 to 40 years	40	31	35	32	26	29	15	26	13	33	22	46	41	20	38	37	18	14	16	56	46	19
At least 40 years	11	28	15	26	12	18	21	38	3	15	3	10	40	15	29	20	3	0	6	1	2	3
Average pupils per room	32	33	29	32	34	31	27	30	35	28	22	20	35	28	54	33	30	34	28	42	31	30
Auditorium	57	68	49	66	49	46	32	27	21	36	56	68	77	72	51	44	49	40	67	57	72	45
Cafeteria	72	80	74	81	72	65	55	41	65	78	78	97	88	73	55	54	77	97	75	63	77	79
Gymnasium	78	88	70	83	64	74	51	52	38	63	71	71	90	90	75	76	52	80	70	77	99	95
Shop with power tools	96	88	96	98	89	96	97	96	85	90	88	91	67	97	99	100	89	90	92	97	100	100
Biology laboratory	95	84	96	96	93	94	99	87	85	88	93	96	83	94	100	99	95	100	100	97	100	100
Chemistry laboratory	96	94	99	99	94	98	98	97	85	91	92	95	99	99	100	100	94	100	100	97	100	100
Physics laboratory	90	83	90	97	80	94	80	90	63	83	74	93	92	99	94	96	83	100	96	97	76	100
Language laboratory	57	45	58	75	49	56	32	24	17	32	38	19	47	79	68	57	48	72	69	97	95	80
Infirmary	65	77	77	69	70	75	47	56	53	45	23	47	96	99	70	83	83	83	74	85	71	87
Full-time librarian	84	93	85	98	87	83	53	58	69	76	67	61	97	99	99	94	96	99	71	63	100	99
Free textbooks	74	79	78	88	70	62	42	53	51	43	94	92	98	91	67	39	58	34	98	97	99	86
Sufficient number of textbooks	92	89	90	96	85	95	99	99	79	91	97	100	94	99	98	100	69	97	94	57	96	96
Texts under 4 years old	58	68	65	55	61	62	77	56	64	54	73	66	55	59	51	67	56	65	99	82	59	67
Average library books per pupil	8. 1	6. 2	6. 4	5. 7	4. 6	5. 8	4. 5	6. 3	4. 0	6. 1	8. 1	14. 8	3. 8	5. 3	3. 5	4. 8	4. 5	5. 7	5. 6	3. 7	6. 5	6. 3
Free lunch program	66	80	63	75	74	62	58	54	89	88	61	82	66	52	74	63	79	79	89	52	47	54

books per pupil in their libraries; their textbooks are less often in sufficient supply. To the extent that physical facilities are important to learning, such items appear to be more relevant than some others, such as cafeterias, in which minority groups are at an advantage.

Usually greater than the majority-minority differences, however, are the regional differences. Table 2, for example, shows that 95 percent of Negro and 80 percent of white high school students in the metropolitan Far West attend schools with language laboratories, compared with 48 and 72 percent, respectively, in the metropolitan South, in spite of the fact that a higher percentage of Southern schools are less than 20 years old.

Finally, it must always be remembered that these statistics reveal only majority-minority average differences and regional average differences; they do not show the extreme differences that would be found by comparing one school with another.

Programs

Tables 3 and 4 summarize some of the survey findings about the school curriculum, administration, and extracurricular activities. The tables are organized in the same way as tables 1 and 2 and should be studied in the same way, again with particular attention to regional differences.

The pattern that emerges from study of these tables is similar to that from tables 1 and 2. Just as minority groups tend to have less access to physical facilities that seem to be related to academic achievement, so too they have less access to curricular and extracurricular programs that would seem to have such a relationship.

Secondary school Negro students are less likely to attend schools that are regionally accredited; this is particularly pronounced in the South. Negro and Puerto Rican pupils have less access to college preparatory curriculums and to accelerated curriculums; Puerto Ricans have less access to vocational curriculums as well. Less intelligence testing is done in the schools attended by Negroes and Puerto Ricans. Finally, white students in general have more access to a more fully developed program of extracurricular activities, in particular those which might be related to academic matters (debate teams, for example, and student newspapers).

Again, regional differences are striking. For example, 100 percent of Negro high school students and 97 percent of whites in the metropolitan Far West attend schools having a remedial reading teacher (this does not mean, of course, that every student uses the services of that teacher, but simply that he has access to them) compared with 46 percent and 65 percent, respectively, in the metropolitan South—and 4 percent and 9 percent in the nonmetropolitan Southwest.

Principals and teachers

The following tables (5, 6a, and 6b) list some characteristics of principals and teachers. On table 5, figures given for the whole Nation of all minorities, and then by region for Negro and white, refer to the percentages of students who attend schools having principals with the listed characteristics. Thus, line one shows that 1 percent of white elementary pupils attend a school with a Negro principal, and that 56 percent of Negro children attend a school with a Negro principal.

Tables 6a and 6b (referring to teachers' characteristics) must be read differently. The figures refer to the percentage of teachers having a specified characteristic in the schools attended by the "average" pupil of the various groups. Thus, line one on table 6a: the average white student goes to an elementary school where 40 percent of the teachers spent most of their lives in the same city, town, or county; the average Negro pupil goes to a school where 53 percent of the teachers have lived in the same locality most of their lives.

Both tables list other characteristics which offer rough indications of teacher quality, including the types of colleges attended, years of teaching experience, salary, educational level of mother, and a score on a 30-word vocabulary test. The average Negro pupil attends a school where a greater percentage of the teachers appears to be somewhat less able, as measured by these indicators, than those in the schools attended by the average white student.

Other items on these tables reveal certain teacher attitudes. Thus, the average white pupil attends a school where 51 percent of the white teachers would not choose to move to another school, whereas the average Negro attends a school where 46 percent would not choose to move.

Table 3.—Percent of pupils in *elementary* schools having the characteristic named at left, fall 1965

Characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
							North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
	MA	PR	IA	OA	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.
Regionally accredited schools	21	27	25	22	27	28	38	29	16	22	59	39	34	24	52	49	21	35	42	23	22	9
Music teacher	31	34	41	33	24	35	22	43	26	17	37	42	34	49	38	32	21	17	23	61	9	13
Remedial reading teacher	41	45	35	41	39	39	37	46	15	11	12	26	73	58	60	17	28	31	18	29	66	70
Accelerated curriculum	34	32	42	37	29	40	47	26	28	24	32	13	34	47	21	28	19	41	34	76	43	73
Low IQ classes	43	44	44	56	54	48	54	48	30	29	47	25	60	51	73	45	48	33	63	66	77	75
Speech impairment classes	41	44	42	58	41	51	34	49	13	11	27	22	59	73	86	67	20	41	34	23	86	82
Use of intelligence test	93	77	90	95	88	95	85	93	80	91	92	90	73	91	97	99	92	100	97	98	98	99
Assignment practice other than area or open	6	11	9	5	12	6	6	1	27	20	26	2	7	4	1	2	12	22	0	0	4	1
Use of tracking	37	47	40	34	44	36	36	28	38	25	38	23	66	50	40	38	45	35	50	48	36	40
Teachers having tenure	68	68	69	79	70	64	70	64	34	49	7	36	100	98	94	76	51	58	64	39	92	90
Principal salary $9,000 and above	51	52	56	69	51	51	45	34	12	12	22	36	95	86	92	72	30	26	35	14	98	99
School newspaper	23	29	35	37	28	29	39	43	25	26	8	6	28	31	31	24	29	27	22	11	31	31
Boys' interscholastic athletics	55	44	51	47	41	43	71	62	51	51	59	72	22	22	43	46	38	22	43	54	34	22
Girls' interscholastic athletics	35	29	36	32	26	26	37	35	39	38	40	44	19	14	17	17	2	6	29	43	25	18
Band	71	63	64	76	66	72	82	81	39	40	54	76	67	73	77	86	66	85	52	33	95	94
Drama club	26	37	32	33	38	29	43	33	50	31	25	25	34	32	36	29	35	23	33	2	37	36
Debate team	6	4	4	7	5	4	0	3	14	6	10	6	1	3	0	0	3	6	16	8	0	2

Table 4.—Percent of pupils in *secondary* schools having the characteristic named at left, fall 1965

Characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
							North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
	MA	PR	IA	OA	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.
Regionally accredited schools	77	78	71	86	68	76	69	65	40	59	30	62	74	74	75	86	72	81	92	86	100	100
Music teacher, full-time	84	94	88	96	85	88	87	87	65	61	85	77	95	97	96	96	87	100	91	82	99	97
College preparatory curriculum	95	90	96	98	88	96	98	95	74	92	81	83	93	99	99	100	87	100	89	82	100	100
Vocational curriculum	56	50	55	68	56	55	49	64	51	62	52	34	42	35	60	60	58	21	89	80	65	65
Remedial reading teacher	57	76	55	81	53	52	35	32	24	20	4	9	81	66	62	57	46	65	63	62	100	97
Accelerated curriculum	67	60	66	80	61	66	42	46	46	58	25	25	60	82	64	78	72	81	87	55	74	73
Low IQ classes	54	56	50	85	54	49	44	47	23	20	46	12	75	62	86	59	37	34	64	14	98	98
Speech impairment classes	28	58	28	51	21	31	18	33	10	6	1	11	43	44	48	42	0	10	14	3	45	57
Use of intelligence test	91	57	84	86	80	89	87	93	83	90	97	100	59	87	86	86	78	100	94	75	89	92
Assignment practice other than area or open	4	20	9	3	19	4	5	0	32	14	2	0	14	5	0	0	36	9	4	0	0	0
Use of tracking	79	88	79	85	75	74	41	48	55	57	21	24	94	92	74	90	80	80	92	82	99	98
Teachers having tenure	65	86	71	85	61	72	47	73	33	41	2	3	100	98	97	83	50	79	24	15	96	88
Principal's salary $9,000 and above	73	89	73	91	66	72	54	64	31	37	59	63	99	99	76	91	61	46	86	18	100	100
School newspaper	89	95	86	97	80	89	71	72	50	81	67	71	95	93	99	97	87	100	66	94	100	100
Boys' interscholastic athletics	94	90	98	99	95	98	99	99	97	100	96	93	80	95	100	97	93	100	95	100	100	100
Girls' interscholastic athletics	58	33	59	37	57	54	32	32	80	69	89	81	51	60	50	43	45	80	89	97	38	35
Band	92	88	92	98	91	95	90	97	80	76	84	81	92	97	100	100	93	100	99	100	100	100
Drama club	95	93	89	92	92	93	75	91	87	75	91	88	92	88	93	99	94	94	100	97	100	100
Debate team	51	32	46	50	39	52	43	48	27	36	80	67	27	46	49	69	42	58	68	63	37	48

Table 5.—Percent of pupils in elementary and secondary schools having principals with characteristic named at left, fall 1965

Characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
							North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
	MA	PR	IA	OA	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.
Elementary schools:																						
Negro principal	16	27	11	12	56	1	13	0	86	2	69	1	9	1	28	0	94	2	64	0	3	0
Majority principal	79	71	80	77	39	95	79	90	7	91	24	97	86	97	69	94	1	97	29	100	95	99
Principal with at least M.A.	85	84	77	86	84	80	69	69	65	64	86	91	98	90	98	92	83	74	95	85	96	94
Principal would keep neighborhood school despite racial imbalance	62	52	58	52	45	65	58	67	39	67	58	67	38	53	61	80	48	71	78	67	29	53
Principal approves compensatory education	66	68	61	70	72	59	63	60	61	46	52	58	76	64	82	63	67	46	75	52	92	76
Principal would deliberately mix faculty for:																						
Mostly minority pupils	40	48	38	47	48	43	31	44	41	43	43	35	56	37	51	40	43	44	52	45	61	57
Mixed pupils	34	46	31	42	44	35	46	40	37	35	35	26	50	32	50	34	40	28	46	23	52	42
Almost all majority pupils	17	30	15	25	35	14	19	13	29	3	18	3	48	18	42	15	34	7	33	1	41	37
Secondary schools:																						
Negro principal	9	12	7	3	61	1	8	0	85	0	68	0	22	0	36	4	97	0	82	0	10	0
Majority principal	89	81	91	76	37	95	79	87	10	94	25	98	75	99	64	95	3	100	18	100	90	99
Principal with at least M.A.	91	97	94	94	96	93	89	85	92	90	90	90	97	97	100	100	97	93	94	86	100	100
Principal would keep neighborhood school despite racial imbalance	49	37	50	33	32	56	54	49	41	73	27	52	25	53	48	55	18	91	80	64	14	28
Principal approves compensatory education	80	83	73	94	78	71	73	59	66	55	81	49	75	79	71	79	80	57	100	80	100	100
Principal would deliberately mix faculty for:																						
Mostly minority pupils	56	47	61	70	54	58	50	53	41	49	57	43	41	50	46	71	53	42	85	86	92	65
Mixed pupils	35	41	45	57	46	40	40	39	36	19	37	7	37	37	18	56	57	32	47	46	82	55
Almost all majority pupils	22	32	23	43	39	14	17	9	23	1	32	1	35	20	14	29	48	0	70	1	78	26

Table 6a.—Characteristics of teachers in the *elementary* schools attended by the average white and minority pupil—percent of teachers with characteristic named at left, fall 1965

Characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
							North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
	MA	PR	IA	OA	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.
Percent teachers who spent most of life in present city, town, or county	37	54	35	39	53	40	34	40	54	55	40	31	64	51	55	39	69	37	35	18	24	24
Average teacher verbal score [1]	22	22	22	23	20	23	23	24	17	22	20	22	22	23	22	23	19	23	21	24	22	24
Percent teachers majored in academic subjects	19	18	17	21	17	16	16	18	12	14	16	22	19	17	17	15	18	16	9	7	23	22
Percent teachers who attended college not offering graduate degrees	39	41	37	32	53	37	48	38	63	47	44	30	45	38	39	40	72	46	44	26	22	21
Percent teachers attended college with predominantly white student enrollment	79	70	85	83	39	97	81	99	9	97	28	93	73	97	75	97	7	95	43	98	82	96
Average educational level of teacher's mother (score) [2]	3.7	3.5	3.7	3.8	3.5	3.7	3.4	3.5	2.9	3.5	3.6	3.7	3.6	3.7	3.7	3.6	3.5	4.2	3.8	3.8	4.1	4.2
Average highest degree earned [3]	3.1	3.1	3.1	3.1	3.2	3.0	2.8	2.8	3.1	3.0	3.4	3.3	3.2	3.1	3.1	3.0	3.2	3.0	3.5	3.2	3.3	3.1
Average teacher-years experience	13	12	12	12	13	12	12	13	14	16	14	13	11	11	11	11	14	10	13	11	11	10
Average teacher salary ($1,000's)	5.9	6.0	6.1	6.6	6.0	6.0	5.8	5.7	4.7	5.0	5.5	5.4	7.2	7.1	7.0	6.5	5.2	5.0	5.9	5.1	7.8	7.3
Average pupils per teacher	30	30	30	28	20	28	26	25	32	27	23	26	27	26	29	28	28	30	30	42	30	31
Percent teachers would not choose to move to another school	58	57	59	59	55	65	56	60	49	73	57	64	53	64	49	63	61	76	63	59	55	66
Percent teachers plan to continue until retirement	44	42	41	39	45	37	42	35	50	51	57	55	31	32	34	31	51	34	48	46	41	34
Percent teachers prefer white pupils	27	21	26	20	7	37	22	32	6	57	10	45	8	18	12	37	1	57	12	48	8	31
Percent teachers approve compensatory education	56	59	56	64	61	56	53	56	55	47	53	44	69	66	65	55	59	49	56	54	73	66
Percent Negro teachers	19	30	14	15	65	2	17	1	90	2	75	1	31	2	40	2	96	4	65	1	22	2
Percent White teachers	78	67	83	79	32	97	82	99	8	96	24	96	67	97	58	98	2	96	32	98	69	95

---

[1] Score is the average number of correct items on a 30-item verbal facility test.

[2] Educational attainment scored from 1–8 (lowest to highest); 4 represents high school graduate.

[3] Highest degree earned scored from 1–6 (lowest to highest); 3 represents a bachelors degree.

Table 6b.—Characteristics of teachers in the *secondary* schools attended by the average white and minority pupil, fall 1965

Characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
							North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
	MA	PR	IA	OA	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.
Percent of teachers who spent most of life in present city, town, or county	31	55	31	36	41	34	20	23	38	48	35	28	62	49	34	31	52	41	37	19	22	25
Average teacher verbal score [1]	23	22	23	23	21	23	23	24	19	23	22	24	22	23	22	23	21	23	21	24	23	24
Percent of teachers majored in academic subjects	37	40	39	40	38	40	39	36	37	35	30	32	40	46	35	41	42	41	25	36	38	41
Percent of teachers who attended colleges not offering graduate degrees	26	27	27	20	44	31	33	31	52	44	32	17	25	29	38	34	64	42	42	22	16	13
Percent of teachers who attended colleges with predominantly white student enrollment	90	86	92	86	44	48	90	99	15	99	31	98	85	98	75	97	8	97	29	99	90	95
Average educational level of teacher's mother (score) [2]	3. 8	3. 5	3. 8	3. 7	3. 6	3. 8	3. 6	3. 8	3. 3	3. 8	3. 7	3. 8	3. 5	3. 5	3. 7	3. 8	3. 8	4. 3	3. 4	3. 7	4. 1	4. 0
Average highest degree earned [3]	3. 4	3. 5	3. 4	3. 6	3. 3	3. 4	3. 2	3. 2	3. 2	3. 2	3. 4	3. 4	3. 5	3. 5	3. 4	3. 4	3. 2	3. 3	3. 4	3. 3	3. 6	3. 5
Average teacher years experience	11	11	10	11	11	10	9	10	10	12	11	11	12	11	11	10	12	8	11	9	11	11
Average teacher salary ($1,000's)	6. 8	7. 6	6. 8	7. 7	6. 4	6. 6	6. 0	6. 3	4. 9	5. 2	5. 6	5. 8	7. 8	7. 6	7. 2	7. 2	5. 5	5. 4	6. 1	5. 5	8. 8	8. 3
Average pupils per teacher	23	22	23	24	26	22	20	20	30	25	20	21	24	20	25	24	26	25	25	26	23	23
Percentage of teachers would not choose to move to another school	49	48	48	48	46	51	39	42	42	59	48	63	51	55	45	49	50	62	55	51	42	47
Percentage of teachers plan to continue until retirement	36	41	34	40	38	33	25	28	35	36	43	43	44	38	37	31	36	23	37	30	44	41
Percentage of teachers prefer white pupils	26	13	24	13	8	32	28	28	8	58	15	48	8	14	11	31	2	52	7	38	10	21
Percentage of teachers approve compensatory education	61	67	60	68	66	60	55	62	60	49	59	50	72	67	67	58	67	54	67	49	72	70
Percent Negro teachers	10	16	8	6	59	2	11	2	85	2	70	1	18	2	35	2	94	1	77	0	14	2
Percent White teachers	87	81	88	76	38	97	88	97	13	98	27	98	79	96	64	97	3	99	20	97	82	94

[1] Score is the average number of correct items on a 30-item verbal facility test.

[2] Educational attainment scored from 1-8 (lowest to highest); 4 represents high school graduate.

[3] Highest degree earned scored from 1-6 (lowest to highest); 3 represents a Bachelors degree.

Table 7.—For the average minority or white pupil, the percent of fellow pupils with the specified characteristics, fall 1965

Level of school and pupil characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
							North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
	MA	PR	IA	OA	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.
Elementary schools:																						
Mostly white classmates last year	59	52	66	63	19	89	59	91	17	91	19	72	33	87	26	91	7	91	27	91	20	86
All white teachers last year	75	68	77	74	53	88	71	89	53	87	57	84	60	89	52	88	49	89	51	89	52	85
Encyclopedia in home	62	57	64	70	54	75	62	72	36	65	48	64	71	84	60	80	51	80	57	72	64	83
Secondary schools:																						
Mostly white classmates last year	72	56	72	57	10	91	77	96	12	94	23	88	41	90	40	89	4	95	14	96	35	81
All white teachers last year	73	57	75	57	25	89	79	93	11	93	23	90	44	84	45	88	3	92	16	95	46	79
Encyclopedia in home	77	76	75	82	69	82	76	78	52	75	66	75	82	87	80	86	67	88	73	83	78	83
Mother high school graduate or more	49	47	50	53	40	58	51	58	23	45	44	48	51	63	49	63	37	58	41	49	53	65
Taking college preparatory course	36	38	35	41	32	41	29	35	22	33	28	32	39	53	43	46	34	44	29	31	34	46
Taking some vocational course	27	30	28	32	27	23	22	24	23	20	25	20	30	20	28	25	27	16	37	38	35	30
2½ years or more of science	36	38	38	38	39	42	41	41	41	38	47	39	43	55	32	38	43	43	42	31	26	34
1½ years or more of language	37	41	35	43	35	40	29	30	25	26	19	23	49	60	36	44	38	44	34	23	37	50
3½ years or more of English	77	73	80	76	69	83	68	78	66	89	75	84	79	91	73	79	67	89	71	87	62	72
2½ years or more of math	47	45	44	47	44	49	40	39	43	46	50	52	47	63	41	50	46	55	58	45	37	47

Table 8.—For the average minority or white pupil, the percent of fellow pupils with the specified characteristics, fall 1965

Secondary school pupil characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
							North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
	MA	PR	IA	OA	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.
Mother not reared in city	45	33	44	33	45	42	58	50	64	65	53	61	25	19	35	32	45	42	48	60	34	33
Real father at home	77	71	75	84	64	83	80	84	65	84	64	85	67	83	70	84	58	84	55	84	62	74
Real mother at home	90	88	90	89	85	92	90	92	82	93	82	94	88	92	90	92	83	92	83	94	86	88
Five or more brothers and sisters	28	27	30	27	44	20	30	24	56	23	54	23	25	15	34	19	48	13	47	17	36	21
Mother expects best in class	48	49	45	42	62	43	47	39	71	55	67	54	50	41	49	38	69	49	71	51	53	41
Parents daily discuss school	47	46	44	42	49	47	44	44	51	51	52	54	50	52	44	45	53	53	51	43	43	44
Father expects at least college graduate	38	34	35	37	38	37	36	32	33	37	39	44	33	39	36	38	39	44	45	45	37	40
Mother expects at least college graduate	41	39	39	41	44	41	41	35	42	40	48	45	38	42	43	41	48	45	52	50	43	44
Parents attend PTA	36	38	34	37	51	37	36	40	59	37	50	34	43	37	45	36	61	44	42	26	36	30
Parents read to child regularly before he started school	25	28	24	24	30	26	26	24	30	25	32	23	32	31	27	27	33	29	31	21	26	27

Student body characteristics

Tables 7 and 8 present data about certain characteristics of the student bodies attending various schools. These tables must be read the same as those immediately preceding. Looking at the sixth item on table 7, one should read: the average white high school student attends a school in which 82 percent of his classmates report that there are encyclopedias in their homes. This does not mean that 82 percent of all white pupils have encyclopedias at home, although obviously that would be approximately true. In short, these tables attempt to describe the characteristics of the student bodies with which the "average" white or minority student goes to school.

Clear differences are found on these items. The average Negro has fewer classmates whose mothers graduated from high school; his classmates more frequently are members of large rather than small families; they are less often enrolled in a college preparatory curriculum; they have taken a smaller number of courses in English, mathematics, foreign language, and science.

On most items, the other minority groups fall between Negroes and whites, but closer to whites, in the extent to which each characteristic is typical of their classmates.

Again, there are substantial variations in the magnitude of the differences, with the difference usually being greater in the Southern States.

1.3 Achievement in the public schools

The schools bear many responsibilities. Among the most important is the teaching of certain intellectual skills such as reading, writing, calculating, and problem solving. One way of assessing the educational opportunity offered by the schools is to measure how well they perform this task. Standard achievement tests are available to measure these skills, and several such tests were administered in this survey to pupils at grades 1, 3, 6, 9, and 12.

These tests do not measure intelligence, nor attitudes, nor qualities of character. Furthermore, they are not, nor are they intended to be, "culture free." Quite the reverse: they are culture bound. What they measure are the skills which are among the most important in our society for getting a good job and moving up to a better one, and for full participation in an increasingly technical world. Consequently, a pupil's test results at the end of public school provide a good measure of the range of opportunities open to him as he finishes school—a wide range of choice of jobs or colleges if these skills are very high; a very narrow range that includes only the most menial jobs if these skills are very low.

Table 9 gives an overall illustration of the test results for the various groups by tabulating nationwide median scores (the score which divides the group in half) for 1st-grade and 12th-grade pupils on the tests used in those grades. For example, half of the white 12th-grade pupils had scores above 52 on the nonverbal test and half had scores below 52. (Scores on each test at each grade level were standardized so that the average over the national sample equaled 50 and the standard deviation equaled 10. This means that for all pupils in the Nation, about 16 percent would score below 40 and about 16 percent above 60).

Table 9.—Nationwide median test scores for 1st- and 12th-grade pupils, fall 1965

Test	Racial or ethnic group					
	Puerto Ricans	Indian Americans	Mexican-Americans	Oriental Americans	Negro	Majority
1st grade:						
Nonverbal	45. 8	53. 0	50. 1	56. 6	43. 4	54. 1
Verbal	44. 9	47. 8	46. 5	51. 6	45. 4	53. 2
12th grade:						
Nonverbal	43. 3	47. 1	45. 0	51. 6	40. 9	52. 0
Verbal	43. 1	43. 7	43. 8	49. 6	40. 9	52. 1
Reading	42. 6	44. 3	44. 2	48. 8	42. 2	51. 9
Mathematics	43. 7	45. 9	45. 5	51. 3	41. 8	51. 8
General information	41. 7	44. 7	43. 3	49. 0	40. 6	52. 2
Average of the 5 tests	43. 1	45. 1	44. 4	50. 1	41. 1	52. 0

With some exceptions—notably Oriental Americans—the average minority pupil scores distinctly lower on these tests at every level than the average white pupil. The minority pupils' scores are as much as one standard deviation below the majority pupils' scores in the 1st grade. At the 12th grade, results of tests in the same verbal and nonverbal skills show that, in every case, the minority scores are farther below the majority than are the 1st-graders. For some groups, the relative decline is negligible; for others, it is large.

Furthermore, a constant difference in standard deviations over the various grades represents an increasing difference in grade level gap. For example, Negroes in the metropolitan Northeast are about 1.1 standard deviations below whites in the same region at grades 6, 9, and 12. But at grade 6 this represents 1.6 years behind; at grade 9, 2.4 years; and at grade 12, 3.3 years. Thus, by this measure, the deficiency in achievement is progressively greater for the minority pupils at progressively higher grade levels.

For most minority groups, then, and most particularly the Negro, schools provide little opportunity for them to overcome this initial deficiency; in fact they fall farther behind the white majority in the development of several skills which are critical to making a living and participating fully in modern society. Whatever may be the combination of nonschool factors—poverty, community attitudes, low educational level of parents—which put minority children at a disadvantage in verbal and nonverbal skills when they enter the first grade, the fact is the schools have not overcome it.

Some points should be borne in mind in reading the table. First, the differences shown should not obscure the fact that some minority children perform better than many white children. A difference of one standard deviation in median scores means that about 84 percent of the children in the lower group are below the median of the majority students—but 50 percent of the white children are themselves below that median as well.

A second point of qualification concerns regional differences. By grade 12, both white and Negro students in the South score below their counterparts—white and Negro—in the North. In addition, Southern Negroes score farther below Southern whites than Northern Negroes score below Northern whites. The consequences of this pattern can be illustrated by the fact that the 12th-grade Negro in the nonmetropolitan South is 0.8 standard deviation below—or, in terms of years, 1.9 years behind—the Negro in the metropolitan Northeast, though at grade 1 there is no such regional difference.

Finally, the test scores at grade 12 obviously do not take account of those pupils who have left school before reaching the senior year. In the metropolitan North and West, 20 percent of the Negroes of ages 16 and 17 are not enrolled in school—a higher dropout percentage than in either the metropolitan or nonmetropolitan South. If it is the case that some or many of the Northern dropouts performed poorly when they were in school, the Negro achievement in the North may be artificially elevated because some of those who achieved more poorly have left school.

1.4 Relation of achievement to school characteristics

If 100 students within a school take a certain test, there is likely to be great variation in their scores. One student may score 97 percent, another 13; several may score 78 percent. This represents variability in achievement within the particular school.

It is possible, however, to compute the average of the scores made by the students within that school and to compare it with the average score, or achievement, of pupils within another school, or many other schools. These comparisons then represent variations between schools.

When one sees that the average score on a verbal achievement test in school X is 55 and in school Y is 72, the natural question to ask is: What accounts for the difference?

There are many factors that may be associated with the difference. This analysis concentrates on one cluster of those factors. It attempts to describe what relationship the school's characteristics themselves (libraries, for example, and teachers and laboratories, and so on) seem to have to the achievement of majority and minority groups (separately for each group on a nationwide basis, and also for Negro and white pupils in the North and South).

The first finding is that the schools are remarkably similar in the way they relate to the achievement of their pupils when the socioeconomic background of the students is taken into account. It is known that socioeconomic factors bear a strong relation to academic achievement. When these factors are statistically controlled, however, it appears that differences between schools account for only a small fraction of differences in pupil achievement.

The schools do differ, however, in their relation to the various racial and ethnic groups. The average white student's achievement seems to be less affected by the strength or weakness of his school's facilities, curriculums, and teachers than is the average minority pupil's. To put it another way, the achievement of minority pupils depends more on the schools they attend than does the achievement of majority pupils. Thus, 20 percent of the achievement of Negroes in the South is associated with the particular schools they go to, whereas only 10 percent of the achievement of whites in the South is. Except for Oriental Americans, this general result is found for all minorities.

The inference might then be made that improving the school of a minority pupil may increase his achievement more than would improving the school of a white child increase his. Similarly, the average minority pupil's achievement may suffer more in a school of low quality than might the average white pupil's. In short, whites, and to a lesser extent Oriental Americans, are less affected one way or the other by the quality of their schools than are minority pupils. This indicates that it is for the most disadvantaged children that improvements in school quality will make the most difference in achievement.

All of these results suggest the next question: What are the school characteristics that are most related to achievement? In other words, what factors in the school seem to be most important in affecting achievement?

It appears that variations in the facilities and curriculums of the schools account for relatively little variation in pupil achievement insofar as this is measured by standard tests. Again, it is for majority whites that the variations make the least difference; for minorities, they make somewhat more difference. Among the facilities that show some relationship to achievement are several for which minority pupils' schools are less well equipped relative to whites. For example, the existence of science laboratories showed a small but consistent relationship to achievement, and table 2 shows that minorities, especially Negroes, are in schools with fewer of these laboratories.

The quality of teachers shows a stronger relationship to pupil achievement. Furthermore, it is progressively greater at higher grades, indicating a cumulative impact of the qualities of teachers in a school on the pupil's achievements. Again, teacher quality seems more important to minority achievement than to that of the majority.

It should be noted that many characteristics of teachers were not measured in this survey; therefore, the results are not at all conclusive regarding the specific characteristics of teachers that are most important. Among those measured in the survey, however, those that bear the highest relationship to pupil achievement are first, the teacher's score on the verbal skills test, and then his educational background—both his own level of education and that of his parents. On both of these measures, the level of teachers of minority students, especially Negroes, is lower.

Finally, it appears that a pupil's achievement is strongly related to the educational backgrounds and aspirations of the other students in the school. Only crude measures of these variables were used (principally the proportion of pupils with encyclopedias in the home and the proportion planning to go to college). Analysis indicates, however, that children from a given family background, when put in schools of different social composition, will achieve at quite different levels. This effect is again less for white pupils than for any minority group other than Orientals. Thus, if a white pupil from a home that is strongly and effectively supportive of education is put in a school where most pupils do not come from such homes, his achievement will be little different than if he were in a school composed of others like himself. But if a minority pupil from a home without much educational strength is put with schoolmates with strong educational backgrounds, his achievement is likely to increase.

This general result, taken together with the earlier examinations of school differences, has important implications for equality of educational opportunity. For the earlier tables show that the principal way in which the school environments of Negroes and whites differ is in the composition of their student bodies, and it turns out that the composition of the student bodies has a strong relationship to the achievement of Negro and other minority pupils.

* * * * *

This analysis has concentrated on the educational opportunities offered by the schools in terms of their student body composition, facilities, curriculums, and teachers. This emphasis, while entirely appropriate as a response to the legislation calling for the survey, nevertheless neglects important factors in the variability between individual pupils within the same school; this variability is roughly four times as large as the variability between schools. For example, a pupil attitude factor, which appears to have a stronger relationship to achievement than do all the "school" factors together, is the extent to which an individual feels that he has some control over his own destiny. Data on items related to this attitude are shown in table 10 along with data on other attitudes and aspirations. The responses of pupils to questions in the survey show that minority pupils, except for Orientals, have far less conviction than whites that they can affect their own environments and futures. When they do, however, their achievement is higher than that of whites who lack that conviction.

Furthermore, while this characteristic shows little relationship to most school factors, it is related, for Negroes, to the proportion of whites in the schools. Those Negroes in schools with a higher proportion of whites have a greater sense of control. This finding suggests that the direction such an attitude takes may be associated with the pupil's school experience as well as his experience in the larger community.

1.5 Other surveys and studies

A number of studies were carried out by the Office of Education in addition to the major survey of public elementary and secondary schools. Some of these were quite extensive investigations with book-length final reports; certain of them will be published in full as appendixes to the main report. There will be other appendixes containing more detailed analyses of the public school data than could be included in the main report. Still other appendixes will contain detailed tabulation of the data gathered in the survey so that research workers will have easy access to them.

Opportunity in institutions of higher education

The largely segregated system of higher education in the South has made comparison between colleges attended mainly by Negro students and mainly by majority students easy in that region. Elsewhere it has not been possible in the past to make comparison between educational opportunities because of the general policy in Federal and State agencies of not collecting data on race. In the fall of 1965, however, the Office of Education reversed this policy as a result of the interest of many agencies and organizations in the progress of minority pupils in gaining access to higher education. The racial composition of freshmen of all degree-seeking students was obtained from nearly all of the colleges and universities in the nation.

These racial compositions have been cross-tabulated against a variety of characteristics of the institutions in the report itself. Here we present only three such cross-tabulations which relate particularly to the overall quality of the institutions. First, there are presented three tables (11, 12, 13), showing the distribution of Negro students in number and by percentages over eight regions of the Nation. Over half of all Negro college students attend the largely segregated institutions in the South and Southwest. About 4.6 percent of all college students are Negro (11.5 percent of college-age persons are Negro).

Following the three distribution tables are three cross-tabulations showing, respectively: student-faculty ratio, percent of faculty with earned doctorate, and average faculty salary. Looking at table 14, the upper column headings classify the institution by percent of Negro students in the total enrollment; for each of these the next column headings show the number of such institutions in the category at the left of the table and the average number of students per faculty member; the average is weighted (abbreviated in col. head "Wtd. avg.") by the number of students in an institution, so that large colleges have large influence on the average. For example, the numbers 8 and 22 in the top line of the 0% column mean that there were 8 institutions in the North Atlantic region with no Negro students, and that there were on the average 22 students per faculty member in these 8 institutions. The bottom line shows that whereas the bulk of the institutions (1,104 in the 0–2% column) have on the average 20 students per faculty member, those with predominantly Negro enrollment (the 96 in the 50–100% column) have on the average 16 students per faculty member. Table 15 provides the same categories of information on the percent of faculty with Ph. D. degree. Negro students are proportionally in colleges with lower proportions of Ph. D. faculty (bottom line of table 15); this is generally but not always true in the various regions.

Table 10.—Percent of minority and white 12th-grade pupils having certain attitudes and aspirations, fall 1965

Item	Whole Nation						Nonmetropolitan						Metropolitan									
							North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
	MA	PR	IA	OA	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.	Neg.	Maj.
Do anything to stay in school	37	35	36	44	46	45	43	44	49	50	46	50	47	47	44	43	48	54	50	47	35	44
Desires to be best in class	33	36	38	46	58	33	48	35	69	46	68	48	48	36	48	33	63	45	70	45	50	35
3 or more hours per day study outside of school	22	21	17	42	31	23	26	21	32	23	36	23	33	27	27	19	33	27	33	22	27	23
No willful absence	59	53	60	76	76	66	72	65	84	75	86	73	68	61	73	66	78	69	77	69	64	56
Read at least 1 book last summer	69	72	73	74	80	75	76	74	83	73	82	75	81	79	75	74	83	73	80	72	76	75
Desires to finish college	43	43	42	46	46	45	43	38	42	41	51	47	43	49	46	47	52	52	57	45	42	51
Definitely planning to attend college next year	26	26	27	53	34	40	22	35	30	35	41	50	31	46	33	37	35	41	43	40	48	55
Have read a college catalog	46	45	50	70	54	61	51	57	49	50	54	64	59	73	55	59	57	67	59	63	54	65
Have consulted college officials	22	25	26	33	25	37	26	33	22	38	23	38	32	46	25	35	24	44	26	30	25	30
Believes self to be brighter than average	31	37	31	51	40	49	41	48	42	45	44	51	37	48	36	50	40	48	46	51	43	56
"I just can't learn"	38	37	44	38	27	39	31	39	24	37	21	35	29	39	34	40	23	37	25	39	28	38
"I would do better if teacher didn't go so fast"	28	31	26	26	21	24	23	23	22	25	19	24	22	22	22	24	20	24	19	25	20	25
"Luck more important than work"	11	19	11	8	11	4	14	4	15	4	14	4	9	4	9	4	10	4	11	4	10	4
"When I try, something or somebody stops me"	23	30	27	18	22	14	24	14	22	16	26	14	21	13	23	15	19	14	23	13	21	12
"People like me don't have much of a chance"	12	19	14	9	12	6	15	6	11	6	11	5	12	5	13	6	10	6	11	4	13	6
Expect professional career	18	21	21	43	27	37	26	34	25	31	26	38	31	46	31	37	27	37	28	37	22	38

Table 16 shows the average annual salary in dollars for faculty members in the same format as before. Negro students are in colleges with substantially lower faculty salaries. The institutions in the South and Southwest generally pay lower salaries than those in other regions, and the colleges serving primarily the Negro students are at the bottom of this low scale.

Other findings of the study are that—(1) In every region Negro students are more likely to enter the State college system than the State university system, and further they are a smaller proportion of the student body of universities than any other category of public institutions of higher education, (2) Negro students are more frequently found in institutions which have a high dropout rate, (3) they attend mainly institutions with low tuition cost, (4) they tend to major in engineering, agriculture, education, social work, social science, and nursing.

Future teachers

Since a number of investigations of teacher qualification in the past few years have indicated that teachers of Negro children are less qualified than those who teach primarily majority children, this survey investigated whether there might be some promise that the situation may be changed by college students now preparing to become teachers. To this end, questionnaire and achievement test data were secured from about 17,000 college freshmen and 5,500 college seniors in 32 teacher training colleges in 18 States that in 1960 included over 90 percent of the Nation's Negro population. Some of the findings of this survey are:

1. At both the freshman and senior levels, future teachers are very similar to students in their colleges who are following other career lines. (It should be remembered that these comparisons are limited to students in colleges that have a primary mission in the training of teachers, and is not, of course, a random sample of all colleges.)

2. Majority students being trained at the college level to enter teaching have a stronger preparation for college than have Negro students; that is, they had more courses in foreign languages, English,

Table 11.—Estimated number of college students by race and region, fall 1965 [1]

	New England	Mideast	Great Lakes	Plains	South	Southwest	Rocky Mountains	Far West	Total
Majority	313, 514	781, 112	821, 999	375, 043	778, 472	434, 005	175, 000	552, 153	4, 232, 098
Negro	2, 216	30, 226	30, 870	8, 500	101, 648	20, 620	1, 605	11, 631	207, 316
Other minority	1, 538	6, 542	10, 822	2, 885	4, 996	7, 012	1, 968	16, 092	51, 855
Total	317, 268	817, 880	863, 691	386, 428	885, 116	461, 637	179, 373	579, 867	4, 491, 269

[1] Based on reports received on 2,013 institutions from among a total of 2,183.

Table 12.—Percent distribution of college students by race across region, fall 1965 [1]

	New England	Mideast	Great Lakes	Plains	South	Southwest	Rocky Mountains	Far West	Total
Majority	7. 41	18. 46	19. 42	8. 86	18. 39	10. 26	4. 15	13. 05	100
Negro	1. 07	14. 58	14. 89	4. 10	49. 03	9. 95	. 77	5. 61	100
Other minority	2. 97	12. 62	20. 87	5. 56	9. 63	13. 52	3. 80	31. 03	100

[1] Based on reports received on 2,013 institutions from among a total of 2,183.

Table 13.—Percent distribution of college students by race within region, fall 1965 [1]

	New England	Mideast	Great Lakes	Plains	South	Southwest	Rocky Mountains	Far West
Majority	98. 82	95. 50	95. 17	97. 05	87. 95	94. 01	98. 01	95. 22
Negro	. 69	3. 70	3. 57	2. 20	11. 48	4. 47	. 89	2. 00
Other minority	. 48	. 80	1. 25	. 75	. 56	1. 52	1. 10	2. 78
Total	99. 99	100. 00	99. 99	100. 00	99. 99	100. 00	100. 00	100. 00

[1] Based on reports received on 2,013 institutions from among a total of 2,183.

Table 14.—Student-faculty ratio by percent of Negro enrollment in institutions of higher education, fall 1963

Control and region	Negro enrollment											
	0%		0-2%		2-5%		5-10%		10-50%		50-100%	
	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public institutions:												
North Atlantic	8	22	64	21	15	23	5	21	2	69	6	16
Great Lakes and Plains	41	22	91	21	27	22	7	21	10	33	2	23
South	24	18	66	19	13	19	21	22	3	21	28	17
Southwest	3	26	46	23	24	27	8	28	(1)	(1)	3	20
Rocky Mountains and Far West	12	21	83	26	22	32	8	40	2	36	(1)	(1)
Private institutions:												
North Atlantic	70	12	265	20	58	16	11	25	14	13	2	11
Great Lakes and Plains	54	13	249	16	59	17	20	27	8	21	1	20
South	86	18	117	16	15	18	4	14	1	18	48	15
Southwest	9	19	33	18	10	18	1	22	(1)	(1)	6	16
Rocky Mountains and Far West	17	15	90	17	20	19	4	25	1	2	(1)	(1)
All public institutions	88	21	350	22	101	25	49	25	17	35	39	17
All private institutions	236	16	754	18	162	17	40	25	24	18	57	15
All institutions	324	18	1, 104	20	263	22	89	25	41	31	96	16

[1] Data not available.

Table 15.—Percent faculty with earned doctorate by percent of Negro enrollment in institutions of higher education, fall 1963

Control and region	Negro enrollment											
	0%		0-2%		2-5%		5-10%		10-50%		50-100%	
	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public institutions:												
North Atlantic	3	47	47	38	5	54	2	30	(1)	(1)	6	22
Great Lakes and Plains	2	46	49	41	12	28	2	23	2	42	2	34
South	12	29	49	30	12	32	3	26	1	17	18	19
Southwest	2	22	25	37	8	39	1	45	(1)	(1)	3	26
Rocky Mountains and Far West	4	37	32	40	2	27	1	32	(1)	(1)	(1)	(1)
Private institutions:												
North Atlantic	13	25	175	37	31	35	7	17	3	30	2	26
Great Lakes and Plains	10	32	179	30	35	26	6	23	4	29	1	27
South	31	32	78	32	12	23	2	28	1	33	28	29
Southwest	1	41	24	34	5	27	(1)	(1)	(1)	(1)	3	31
Rocky Mountains and Far West	8	22	67	38	15	35	3	25	(1)	(1)	(1)	(1)
All public institutions	23	36	202	37	39	35	9	28	3	34	29	21
All private institutions	63	30	523	34	98	31	18	20	8	30	34	29
All institutions	86	34	725	36	137	34	27	25	11	31	63	24

[1] Data not available.

Table 16.—Average annual salary, full professor through instructor in institutions of higher education by percent of Negro enrollment, fall 1963

Control and region	Negro enrollment											
	0%		0-2%		2-5%		5-10%		10-50%		50-100%	
	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public institutions:												
North Atlantic	3	$8, 577	38	$8, 607	6	$10, 601	2	$11, 514	(1)		5	$8, 152
Great Lakes and Plains	2	8, 268	43	8, 777	11	9, 417	2	8, 687	1	10, 005	2	8, 185
South	11	7, 296	45	7, [illegible]92	13	7, 838	3	6, 959	1	6, 784	[illegible]	6, 583
Southwest	2	7, 041	24	8, 176	7	7, 777	1	7, 419	(1)		[illegible]	6, 806
Rocky Mountains and Far West	2	6, 436	28	8, 893	2	9, 641	(1)	(1)	(1)	(1)	(1)	
Private institutions:												
North Atlantic	7	6, 513	156	8, 268	27	8, 867	6	8, 040	3	5, 947	1	8, 309
Great Lakes and Plains	7	6, 336	147	7, 781	30	7, 872	5	7, 145	4	7, 895	(1)	(1)
South	25	6, 421	63	7, 543	8	6, 340	3	6, 047	(1)	(1)	19	5, 974
Southwest	1	5, 816	23	6, 770	5	5, 784	(1)	(1)	(1)	(1)	2	5, 473
Rocky Mountains and Far West	1	5, 470	50	8, 448	9	7, 107	1	7, 302	(1)	(1)	(1)	(1)
All public institutions	20	7, 573	178	8, 491	39	9, 112	8	9, 248	2	8, 754	28	6, 824
All private institutions	41	6, 379	439	7, 964	79	8, 175	15	7, 640	7	7, 352	22	6, 652
All institutions	61	7, 165	617	8, 279	118	8, 756	23	8, 643	9	7, 795	50	6, 773

[1] Data not available.

and mathematics, made better grades in high school, and more often were in the highest track in English.

3. Data from the senior students suggest that colleges do not narrow the gap in academic training between Negro and majority pupils; indeed, there is some evidence that the college curriculum increases this difference, at least in the South.

4. Substantial test score differences exist between Negro and white future teachers at both freshman and senior levels, with approximately 15 percent of Negroes exceeding the average score of majority students in the same region. (This figure varies considerably depending on the test, but in no case do as many as 25 percent of Negroes exceed the majority average.)

5. The test data indicate that the gap in test results widens in the South between the freshman and senior years. The significance of this finding lies in the fact that most Negro teachers are trained in the Southern States.

6. The preferences of future teachers for certain kinds of schools and certain kinds of pupils raise the question of the match between the expectations of teacher recruits and the characteristics of the employment opportunities.

The preferences of future teachers were also studied. Summarized in terms of market conditions, it seems apparent that far too many future teachers prefer to teach in an academic high school; that there is a far greater proportion of children of blue-collar workers than of teachers being produced who prefer to teach them; that there is a very substantial number of white teachers-in-training, even in the South, who prefer to teach in racially mixed schools; that very few future teachers of either race wish to teach in predominantly minority schools; and finally, that high-ability pupils are much more popular with future teachers than low-ability ones. The preferences of Negro future teachers are more compatible with the distribution of needs in the market than are those of the majority; too few of the latter, relative to the clientele requiring service, prefer blue-collar or low-ability children or prefer to teach in racially heterogeneous schools, or in special curriculum, vocational, or commercial schools. These data indicate that under the present organization of schools, relatively few of the best prepared future teachers will find their way into classrooms where they can offset some of the environmental disadvantage suffered by minority children.

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Control and region	Negro enrollment											
	0%		0-2%		2-5%		5-10%		10-50%		50-100%	
	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public institutions:												
North Atlantic	3	$8, 577	38	$8, 607	6	$10, 601	2	$11, 514	(1)		5	$8, 152
Great Lakes and Plains	2	8, 268	43	8, 777	11	9, 417	2	8, 687	1	10, 005	2	8, 185
South	11	7, 296	45	7, 992	13	7, 838	3	6, 959	1	6, 784	19	6, 583
Southwest	2	7, 041	24	8, 176	7	7, 777	1	7, 419	(1)		2	6, 806
Rocky Mountains and Far West	2	6, 436	28	8, 893	2	9, 641	(1)	(1)	(1)	(1)	(1)	
Private institutions:												
North Atlantic	7	6, 513	156	8, 268	27	8, 867	6	8, 040	3	5, 947	1	8, 309
Great Lakes and Plains	7	6, 336	147	7, 781	30	7, 872	5	7, 145	4	7, 895	(1)	(1)
South	25	6, 421	63	7, 543	8	6, 340	3	6, 047	(1)	(1)	19	5, 974
Southwest	1	5, 816	23	6, 770	5	5, 784	(1)	(1)	(1)	(1)	2	5, 473
Rocky Mountains and Far West	1	5, 470	50	8, 448	9	7, 107	1	7, 302	(1)	(1)	(1)	(1)
All public institutions	20	7, 573	178	8, 491	39	9, 112	8	9, 248	2	8, 754	28	6, 824
All private institutions	41	6, 379	439	7, 964	79	8, 175	15	7, 640	7	7, 352	22	6, 652
All institutions	61	7, 165	617	8, 279	118	8, 756	23	8, 643	9	7, 795	50	6, 773

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School enrollment and dropouts

Another extensive study explored enrollment rates of children of various ages, races, and socioeconomic categories using 1960 census data. The study included also an investigation of school dropouts using the October 1965 Current Population Survey of the Bureau of the Census. This survey uses a carefully selected sample of 35,000 households. It was a large enough sample to justify reliable nationwide estimates for the Negro minority but not for other minorities. In this section the word "white" includes the Mexican American and Puerto Rican minorities.

According to the estimates of the Current Population Survey, approximately 6,960,000 persons of ages 16 and 17 were living in the United States in October 1965. Of this number 300,000 (5 percent) were enrolled in college, and therefore, were not considered by this Census Bureau study. Of the remaining, approximately 10 percent, or 681,000 youth of 16 and 17, had left school prior to completion of high school.

The bottom line of table 17 shows that about 17 percent of Negro adolescents (ages 16 and 17) have dropped out of school whereas the corresponding number for white adolescents is 9 percent. The following table 18 shows that most of this difference comes from differences outside the South; in the South the white and Negro nonenrollment rates are much the same.

Table 19 is directed to the question of whether the dropout rate is different for different socioeconomic levels. The data suggest that it is, for whereas the nonenrollment rate was 3 percent for those 16- and 17-year-olds from white-collar families, it was more than four times as large (13 percent) in the case of those from other than white-collar families (where the head of household was in a blue-collar or farm occupation, unemployed, or not in the labor force at all). Furthermore, this difference in nonenrollment by parental occupation existed for both male and female, Negro and white adolescents.

The racial differences in the dropout rate are thus sharply reduced when socioeconomic factors are taken into account. Then the difference of 8 percentage points between all Negro and white adolescent dropouts becomes 1 percent for those in white-collar families, and 4 percent for those in other than white-collar families.

Table 20 breaks the data down by metropolitan and nonmetropolitan areas as well as by South and non-South. The largest differences between Negro and white dropout rates are seen in the urban North and West; in the nonurban North and West there were too few Negro households in the sample to provide a reliable estimate. In the South there is the unexpected result that in the urban areas, white girls drop out at a greater rate than Negro girls, and in the nonurban area white boys drop out at a substantially greater rate than Negro boys.

Relation of integration to achievement

An education in integrated schools can be expected to have major effects on attitudes toward members of other racial groups. At its best, it can develop attitudes appropriate to the integrated society these students will live in; at its worst, it

Table 17.—Enrollment status of persons 16 and 17 years old not in college by sex and race, for the United States: October 1965

[Numbers in thousands. Figures are rounded to the nearest thousand without being adjusted to group totals, which are independently rounded]

Enrollment status	Total	Both sexes		Male		Female	
		White	Negro	White	Negro	White	Negro
Total not in college, 16–17 years	6, 661	5, 886	775	3, 001	372	2, 885	403
Enrolled:							
Private school	588	562	26	281	11	281	15
Public school	5, 198	4, 588	610	2, 363	299	2, 225	311
Not enrolled:							
High school graduate	194	183	11	66	2	117	9
Non-high-school graduate	681	553	128	291	60	262	68
Nonenrollment rate [1]	10	9	17	10	16	9	17

[1] Percent "not enrolled, non-high-school graduates" are of "total not in college, 16–17 years."

Table 18.—Enrollment status of persons 16 and 17 years old not in college by sex, race, and region of residence, for the United States: October 1965

[Numbers in thousands]

Enrollment status and region of residence	Total	Both sexes		Male		Female	
		White	Negro	White	Negro	White	Negro
SOUTH							
Total not in college, 16–17 years	2, 141	1, 676	465	847	238	829	227
Enrolled:							
Private school	108	89	19	45	11	44	8
Public school	1, 666	1, 297	369	669	195	628	174
Not enrolled:							
High school graduate	36	29	7	8	0	21	7
Non-high-school graduate	331	261	70	125	32	136	38
Nonenrollment rate [1]	15	16	15	15	13	16	17
NORTH AND WEST							
Total not in college, 16–17 years	4, 520	4, 210	310	2, 154	134	2, 056	176
Enrolled:							
Private school	480	473	7	236	0	237	7
Public school	3, 532	3, 291	241	1, 694	104	1, 597	137
Not enrolled:							
High school graduate	158	154	4	58	2	96	2
Non-high-school graduate	350	292	58	166	28	126	30
Nonenrollment rate [1]	8	7	19	8	21	6	17

[1] Percent "not enrolled, non-high-school graduates" are of "total not in college, 16–17 years."

can create hostile camps of Negroes and whites in the same school. Thus, there is more to "school integration" than merely putting Negroes and whites in the same building, and there may be more important consequences of integration than its effect on achievement.

Yet the analysis of school factors described earlier suggests that in the long run, integration should be expected to have a positive effect on Negro achievement as well. An analysis was carried out to seek such effects on achievement which might appear in the short run. This analysis of the test performance of Negro children in integrated schools indicates positive effects of integration, though rather small ones. Results for grades 6, 9, and 12 are given in table 21 for Negro pupils classified by the proportion of their classmates the previous year who were white. Comparing the averages in each row, in every case but one the highest average score is recorded for the Negro pupils where more than half of their classmates were white. But in reading the rows from left to right, the increase is small and often those Negro pupils in classes with only a few whites score lower than those in totally segregated classes.

Table 22 was constructed to observe whether there is any tendency for Negro pupils who have spent more years in integrated schools to exhibit higher average achievement. Those pupils who first entered integrated schools in the early grades record consistently higher scores than the other groups, although the differences are again small.

No account is taken in these tabulations of the fact that the various groups of pupils may have come from different backgrounds. When such account is taken by simple cross-tabulations on indicators of socioeconomic status, the performance in integrated schools and in schools integrated longer remains higher. Thus, although the differences are small, and although the degree of integration within the school is not known, there is evident, even in the short run, an effect of school integration on the reading and mathematics achievement of Negro pupils.

Tabulations of this kind are, of course, the

Table 19.—Enrollment status of persons 16 and 17 years old by sex, race, and occupation of household head, for the United States: October 1965

[Numbers in thousands. Percent not shown where base is less than 40,000]

Enrollment status and occupation of household head	Total	Both sexes		Male		Female	
		White	Negro	White	Negro	White	Negro
WHITE COLLAR							
Total not in college, 16–17 years	2, 065	2, 017	48	1, 081	31	936	17
Enrolled:							
Private school	275	257	18	135	11	122	7
Public school	1, 680	1, 654	26	893	18	762	8
Not enrolled:							
High school graduate	44	42	2	14	2	28	0
Non-high-school graduate	65	63	2	39	0	24	2
Nonenrollment rate [1]	3	3	4	4	-------	3	-------
NOT WHITE COLLAR							
Total not in college, 16–17 years	4, 596	3, 869	727	1, 920	341	1, 949	386
Enrolled:							
Private school	313	305	8	146	0	159	8
Public school	3, 517	2, 933	584	1, 470	281	1, 463	303
Not enrolled:							
High school graduate	150	141	9	52	0	89	9
Non-high-school graduate	616	490	126	252	660	238	66
Nonenrollment rate [1]	13	13	17	13	18	12	17

[1] Percent "not enrolled, non-high-school graduates" are of "total not in college, 16–17 years."

simplest possible devices for seeking such effects. It is possible that more elaborate analyses looking more carefully at the special characteristics of the Negro pupils, and at different degrees of integration within schools that have similar racial composition, may reveal a more definite effect. Such analyses are among those that will be presented in subsequent reports.

Case studies of school integration

As part of the survey, two sets of case studies of school integration were commissioned. These case studies examine the progress of integration in individual cities and towns, and illustrate problems that have arisen not only in these communities but in many others as well. The complete case studies are maintained on file at the Office of Education. In addition publication of all or some of the reports by their authors will be carried out through commercial publishers.

In the main report excerpts from these case studies are presented to illustrate certain recurrent problems. A paragraph which introduces each of these excerpts is given below, showing the kinds of problems covered.

Lack of racial information.—In certain communities, the lack of information as to the number of children of minority groups and of minority group teachers, their location and mobility, has made assessment of the equality of educational opportunity difficult. In one city, for example, after a free transfer plan was initiated, no records as to race of students were kept, thereby making any evaluation of the procedure subjective only. Superintendents, principals, and school boards sometimes respond by declaring racial records themselves to be a mark of discrimination.

A narrative of "the racial headcount problem" and the response to the search for a solution is given in the excerpt from the report on San Francisco.

Performance of minority group children.—One of the real handicaps to an effective assessment of equality of education for children of minority groups is the fact that few communities have given

Table 20.—Nonenrollment rates of persons 16 and 17 years old not in college by sex, race, type of area, and region of residence, for the United States: October 1965

[Numbers in thousands. Percent not shown where base is less than 50,000]

Nonenrollment rate, type of area, and region of residence	Total	Both sexes		Male		Female	
		White	Negro	White	Negro	White	Negro
METROPOLITAN SOUTH							
Total not in college, 16–17 years	715	545	170	295	95	250	75
Nonenrollment rate [1]	10	9	12	4	14	16	11
METROPOLITAN NORTH AND WEST							
Total not in college, 16–17 years	2, 576	2, 301	275	1, 237	124	1, 064	151
Nonenrollment rate [1]	8	6	20	7	23	6	17
NONMETROPOLITAN SOUTH							
Total not in college, 16–17 years	1, 426	1, 131	295	552	143	579	152
Nonenrollment rate [1]	18	19	17	21	13	17	20
NONMETROPOLITAN NORTH AND WEST							
Total not in college, 16–17 years	1, 944	1, 909	35	917	10	992	25
Nonenrollment rate [1]	8	8	--------	9	--------	7	--------

[1] Percent "not enrolled, non-high-school graduates" are of "total not in college, 16–17 years."

Table 21.—Average test scores of Negro pupils, fall 1965

Grade	Region	Reading comprehension—Proportion of white classmates last year				Math achievement—Proportion of white classmates last year			
		None	Less than half	Half	More than half	None	Less than half	Half	More than half
12	Metropolitan Northeast	46. 0	43. 7	44. 5	47. 5	41. 5	40. 6	41. 1	44. 5
12	Metropolitan Midwest	46. 4	43. 2	44. 0	46. 7	43. 8	42. 6	42. 9	44. 8
9	Metropolitan Northeast	44. 2	44. 8	44. 8	47. 1	43. 1	43. 5	43. 7	47. 2
9	Metropolitan Midwest	45. 3	45. 2	45. 3	46. 4	44. 4	44. 3	44. 1	46. 6
6	Metropolitan Northeast	46. 0	45. 4	45. 8	46. 6	44. 0	43. 4	43. 6	45. 6
6	Metropolitan Midwest	46. 0	44. 7	44. 9	45. 1	43. 8	42. 8	42. 9	44. 1

systematic testing and fewer still have evaluated the academic performance and attitudes of these children toward education. Yet quality of education is to be estimated as much by its consequences as by the records of the age of buildings and data on faculty-student ratio. A guide to cities now planning such assessment is a pupil profile conducted in Evanston, Ill.

In 1964, the Director of Research and Testing for District 65 gathered and analyzed data on "ability" and "achievement" for 136 Negro children who had been in continuous attendance at either Central, Dewey, Foster, or Noyes school through the primary years. A group of 132 white children in continuous attendance for the same period at two white primary schools was compared. Seven different measures from kindergarten through seventh grade were correlated and combined by reducing all measures to stanines. The excerpt from the Evanston report examines in detail the performance of these two groups of children.

Compliance in a small community.—Many large metropolitan areas North and South are moving toward resegregation despite attempts by school boards and city administrations to reverse the trend. Racial housing concentration in large cities has reinforced neighborhood school patterns

Table 22.—Average test scores of Negro pupils, fall 1965

Grade	Region	Grade of first time with majority pupils	Proportion of majority classmates last year				Total
			None	Less than half	Half	More than half	
9	Metropolitan Northeast	1, 2, or 3	45. 9	46. 7	46. 9	48. 1	46. 8
		4, 5, or 6	45. 2	43. 3	44. 4	44. 4	44. 8
		7, 8, or 9	43. 5	42. 9	44. 6	45. 0	44. 0
		Never	43. 2	--------	--------	--------	43. 2
9	Metropolitan Midwest	1, 2, or 3	45. 4	46. 6	46. 4	48. 6	46. 7
		4, 5, or 6	44. 4	44. 1	45. 3	46. 7	44. 5
		7, 8, or 9	44. 4	43. 4	43. 3	45. 2	43. 7
		Never	46. 5	--------	--------	--------	46. 5
12	Metropolitan Northeast	1, 2, or 3	40. 8	43. 6	45. 2	48. 6	46. 2
		4, 5, or 6	46. 7	45. 1	44. 9	46. 7	45. 6
		7, 8, or 9	42. 2	43. 5	43. 8	49. 7	48. 2
		10, 11, or 12	42. 2	41. 1	43. 2	46. 6	44. 1
		Never	40. 9	--------	--------	--------	40. 9
12	Metropolitan Midwest	1, 2, or 3	47. 4	44. 3	45. 6	48. 3	46. 7
		4, 5, or 6	46. 1	43. 0	43. 5	46. 4	45. 4
		7, 8, or 9	46. 6	40. 8	42. 3	45. 6	45. 3
		10, 11, or 12	44. 8	39. 5	43. 5	44. 9	44. 3
		Never	47. 2	--------	--------	--------	47. 2

of racial isolation while, at the same time, many white families have moved to the suburbs and other families have taken their children out of the public school system, enrolling them instead in private and parochial schools. Small towns and medium-sized areas, North and South, on the other hand, are to some extent desegregating their schools.

In the Deep South, where there has been total school segregation for generations, there are signs of compliance within a number of school systems. The emphasis on open enrollment and freedom-of-choice plans, however, has tended to lead to token enrollment of Negroes in previously white schools. In school systems integrated at some grade levels but not at others, the choice of high school grades rather than elementary grades has tended further to cut down on the number of Negroes choosing to transfer because of the reluctance to take extra risks close to graduation.

The move toward compliance is described in the excerpt from the report of one small Mississippi town.

A voluntary transfer plan for racial balance in elementary schools.—The public schools are more rigidly segregated at the elementary level than in the higher grades. In the large cities, elementary schools have customarily made assignments in terms of neighborhood boundaries. Housing segregation has, therefore, tended to build a segregated elementary school system in most cities in the North and, increasingly, in the South as well, where *de facto* segregation is replacing *de jure* segregation.

Various communities have been struggling to find ways to achieve greater racial balance while retaining the neighborhood school. Bussing, pairing, redistricting, consolidating, and many other strategies have been tried. Many have failed; others have achieved at least partial success. In New Haven, Conn., considerable vigor has been applied to the problem: Whereas pairing was tried at the junior high level introducing compulsory integration, a voluntary transfer plan was implemented at the elementary level. Relief of overcrowding was given as the central intent of the transfer plan, but greater racial balance was achieved since it was the Negro schools that were overcrowded. With the provision of new school buildings, however, this indirect stimulus to desegregation will not be present. In New Haven the transfer plan was more effective than in many other communities because of commitment of school leadership, active solicitation of transfers by door-to-door visits, provision of transportation for those transferring, teacher cooperation, heterogeneous grouping in the classrooms, and other factors.

The original plan provided that a student could apply to any one of a cluster of several elementary schools within a designated "cluster district," and the application would be approved on the basis of availability of space, effect on racial balance and certain unspecified educational factors; that students "presently enrolled" at a particular school would be given priority; and that transportation would be provided where necessary.

Desegregation by redistricting at the junior high school level.—The junior high schools, customarily grades seven to nine, have been the focus of considerable effort and tension in desegregation plans in many communities. With most areas clinging to the neighborhood school at the elementary level with resultant patterns of racial concentration, and with high schools already more integrated because of their lesser reliance upon neighborhood boundaries and their prior consolidation to achieve maximum resources, junior high schools have been a natural place to start desegregation plans. Like the elementary schools, they have in the past been assigned students on the basis of geography; but on the other hand, they tend to represent some degree of consolidation in that children from several elementary schools feed one junior high school. Further, parental pressures have been less severe for the maintenance of rigid neighborhood boundaries than at the elementary level.

Pairing of two junior high schools to achieve greater racial balance has been tried in a number of communities. Redistricting or redrawing the boundaries of areas that feed the schools has been tried in other areas. In Berkeley, Calif., after considerable community tension and struggle, a plan was put into effect that desegregated all three junior high schools (one had been desegregated previously). All the ninth graders were sent to a single school, previously Negro, and the seventh and eighth graders were assigned to the other two schools. The new ninth grade school was given a new name to signal its new identity in the eyes of the community. The excerpt describes the period following initiation of this plan and the differential success of integration in the different schools.

A plan for racial balance at the high school level.—In a number of communities, students are assigned to high schools on the basis of area of residence and hence racial imbalance is continued. In Pasadena, Calif., a plan was initiated to redress this imbalance by opening places in the schools to allow the transfer of Negroes to the predominantly white high school. A measure of success was achieved but only after much resistance. Of interest particularly in this situation was the legal opinion that attempts to achieve racial balance were violations of the Constitution and that race could not be considered as a factor in school districting. Apparently previous racial concentration, aided by districting, had not been so regarded, yet attempts at desegregation were. The school board found its task made more difficult by such legal maneuvering. The excerpt describes the deliberations and controversy in the school board, and the impact of the court decision, which finally upheld the policy of transfers to achieve racial balance.

Segregation at a vocational school.—The Washburne Trade School in Chicago seems to be effectively segregated by virtue of the practices and customs of the trade unions, whose apprenticeship programs have been characterized by racial isolation. Washburne has presented the same picture since its founding in 1919 after the passage of the Smith-Hughes Act by Congress. That act provides for the creation of apprenticeship programs in which skilled workers are trained both in school and on the job. For example, a young man who wishes to be certified as a plumber may work at his job 4 days a week and attend a formal training program at least 1 day or more or evenings a week.

The apprenticeship programs are heavily financed and regulated by the Federal Government through the Department of Labor and the Department of Health, Education, and Welfare. In recent years the regulations have focused increasingly upon racial segregation within the union structures. One of the causes for this concern has been the rather discouraging racial pattern in the apprenticeship schools. Washburne seems to preserve that pattern. In 1960 an informal estimate showed that fewer than 1 percent of the 2,700 Washburne students were Negroes. Half of the apprenticeship programs conducted at the school had no Negroes whatsoever. This excerpt describes the state of racial segregation at Washburne and at Chicago's vocational schools.

Relation of a university to school desegregation.—Education is a continuum—from kindergarten through college—and increasingly public school desegregation plans are having an impact on colleges in the same area, particularly those colleges which are city or state supported. Free tuition, as in the New York City colleges, has no meaning for members of minority groups who have dropped out of school in high school and little meaning for those whose level of achievement is too low to permit work at the college level. A number of colleges, through summer tutorials and selective admittance of students whose grades would otherwise exclude them, are trying to redress this indirect form of racial imbalance.

In Newark, Del., the pressures for desegregation in the public schools have had an effect on the nearby University of Delaware indicated by the following excerpt:

There are striking parallels in reactions to integration among Newark's civic agencies, school district, and the University of Delaware. Because the university plays such a large part in Newark's affairs, this excerpt examines its problems with school integration.

* * * * *

This section concludes the summary report on the survey; the summary report is the first section of the full report, and it is also printed separately for those who desire only an overview of the main findings of the survey. The full report contains a great deal of detailed data from which a small amount has been selected for this summary. It also contains a full description of the statistical analysis which explored the relationships between educational achievement and school characteristics.

2.0 School Environment

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2.0 School Environment

2.1 Overview

In the first century of this Nation's history, opportunity was associated with the frontier; the pioneer was the symbol of success. For much of the second century opportunity has been associated with expanding industrial enterprise; the self-made man has been the symbol of success. Today, opportunity must be found in a highly organized technological society; the scientist is the symbol of success.

Public schools are the principal means in our society for providing opportunity by developing mental skills and imparting knowledge. Their task is most critical for those groups which, through economic or cultural deprivation or social exclusion, are least able to transmit to their children the skills that will provide them with opportunity in our Nation today. In this perspective, the question of this report becomes a simple one: How well do the schools of our Nation provide such opportunity for minority group children who would otherwise begin adult life with a distinct disadvantage? The minorities which today are at the greatest disadvantage in this regard are racial and ethnic minorities, and it is five of these minorities on which the report focuses most attention: Negro Americans, Puerto Rican Americans, Indian Americans, Mexican Americans, and Oriental Americans.

To answer such a question as the one posed above requires a variety of approaches. Most fundamental, of course, is the question of how well schools reduce the inequity of birth by providing minority children an equitable foundation of mental skills and knowledge; that is, what results do the schools produce?

Using the criterion of standard tests of those mental skills that are necessary for further education and for today's occupations, section 3.1 of this report examines this question. A related question has to do with the initial language deficiencies that minorities from linguistically different cultures have at the beginning of school, and what happens to these deficiencies over the period of school. This question is examined in summary form in section 8.2. In addition to the outcome of school as measured by test results, another outcome of school is the extent of schooling itself. Many children do not complete high school; this outcome of schooling is examined in section 6.1.

Beyond such a question about the results of schooling, it is necessary to know about a number of other matters. First is the question of the resources that go into schools attended by children of minorities, in comparison with the resources that go into schools attended by other American children. The statistical tabulation and discussion of these resources is carried out in sections 2.2 through 2.9 of this report for elementary and secondary schools and section 5.1 for higher education. In addition, special aspects of school resources are examined in summary in section 8.3 on guidance counselors and section 8.4 on vocational education.

Once the results that schools produce, and the resources that go into schools are known, the question becomes: What is it about schools that has most effect upon the results that they produce? Why and how are schools effective? This question is examined in section 3.2 for elementary and secondary education. A special examination of the effects of an innovation in education—Head Start summer preschool programs—is carried out in section 8.1.

There is one special aspect of educational opportunity that has been, and continues to be, of critical relevance for racial minorities, particularly Negroes. This is racial segregation of schooling, whether by legal segregation, as has been true in the South, or by social and residential segregation, as is true in the North. This aspect of educational opportunity is examined throughout the report, but three sections of the report focus exclusively on facets of racial segregation. Section 3.3 examines in a preliminary way the results of schooling, in elementary and secondary grades, in racially segregated and racially integrated schools. Section 4.1 examines the training of Negro and white schoolteachers. In racially segregated education, school faculties are also largely segregated by race. This section examines the joint implications of such segregation, taken together with the differential preparation of Negro and white teachers, for education of the generations of schoolchildren who will be taught by these teachers.

Another aspect of the problem of school segregation lies in the current attempts, both in the North and in the South, to reduce the amount of racial segregation in the schools. Part of the work that led to this report consisted of case studies of particular cities and communities which examined the condition of school segregation in the community, and changes in that condition. From these case studies excerpts that illustrate general problems in school desegragation have been selected. These are presented in sections 7.1–7.8.

2.11 *General character of school environments*

The school environment of a child consists of many things, ranging from the desk he sits at to the child who sits next to him, and including the teacher who stands in front of his class. Any statistical survey gives only the most meager evidence of these environments, for two reasons. First, the reduction of the various aspects of the environment to quantitative measures must inherently miss many elements, both tangible and more subtle, that are relevant to the child. The measures must be comparable from school to school; yet the elements which are experienced as most important by the child will likely differ from one school to another, and may well differ among children in the same school.

Second, the child experiences his environment as a whole, while the statistical measures necessarily fragment it. Having a teacher without a college degree may indicate an element of disadvantage; but in the concrete situation, a schoolchild may be taught by a teacher who is not only without a college degree, but who has grown up and received his schooling in the local community, who has never been out of the State, who has a 10th-grade vocabulary, and who shares the local community's attitudes.

For both these reasons, the statistical examination of difference in school environments for minority and majority children will give an impression of lesser differences than actually exist. More often, though not always, these differences are to the disadvantage of minorities, so that the subsequent sections will probably tend to understate the actual disadvantage in school environment experienced by the average minority child compared to that experienced by the average majority child. Such an understatement of differences is a necessary consequence of a systematic statistical comparison. This, however, is a lesser evil than the possible observer bias introduced by impressionistic and qualitative studies of school environments. (In certain areas, such as community responses to problems posed by segregation, qualitative study is almost necessary, and the possibility of observer bias must be accepted. The case studies which are excerpted in sections 7.1–7.8 reveal aspects of segregation problems and community response that a statistical study could hardly match.)

To reduce the fragmentation of school environments that statistical tables create, the major differences between school environments for minorities and whites have been summarized in two ways. First, particular aspects of the environment are treated, examining the country as a whole and all regions. These aspects are divided into three major classes: the facilities and curriculum (sec. 2.2), characteristics of school staff, including both teachers and principals (sec. 2.3), and characteristics of fellow students (sec. 2.4).

Second, to give a better picture of the school environments that Negro and white children experience in different regions of the country, the eight regional strata used in the survey are grouped into four, and the schools, staffs, and students in three of these are summarized for schools attended by Negroes and whites. The groupings are: the metropolitan North, including the West (sec. 2.5), the metropolitan South, including the Southwest (sec. 2.6), the nonmetropolitan South, including the Southwest (sec. 2.7), and the nonmetropolitan North. Since this last region contains less than 5 percent of the Nation's Negroes, it is not examined separately. Finally, section 2.8 describes the schools, staffs, and students in schools attended by each of the other four minorities, for the Nation as a whole. Section 2.9 presents a brief tabulation of school characteristics in the outlying areas. This dual organization is necessarily redundant, but such redundancy may better accomplish the aim of describing the school environments of minority and majority children.

2.12 Comparisons within and between local areas

When one finds a difference between the school environments of minority pupils and majority pupils, the question immediately arises: What is responsible for this difference? An important aspect of this question concerns residence: Does the difference arise because of differential allocation of resources within the same locality, or does it arise because minority children live in different localities from those of the whites, with different resources? If a difference is the result of the first of these two causes, elimination of the difference requires attention to the local distribution of reresources between minority and majority pupils, and to possible sources of discrimination; if it is the result of the second, this implies that there are geographic "pockets" of school deficiencies. The second means that certain localities—those in which a high concentration of minority students is found—have fewer resources devoted to schools. Elimination of the deficiency depends upon infusion of resources into the schools in localities, probably by means of an infusion of resources into the locality itself.

To distinguish between these two sources of inequality, two procedures have been used. One, used only for Negroes, is to show results separately for eight geographic and metropolitan-nonmetropolitan strata. Comparisons of Negro and white school environments within the strata show inequalities within these regional strata; comparisons for either race between different strata show inequalities that characterize the stratum as a whole. For example, table 2.24.2* shows that in the nonmetropolitan South, 15 percent of Negro elementary pupils and 11 percent of white elementary pupils are in a school with a remedial reading teacher, while in the nonmetropolitan North, 37 percent of Negroes and 46 percent of whites are in such a school. In one region, Negroes are slightly more often than whites in schools with remedial reading teachers; in the other, they are somewhat less often in such schools. However, it is in the comparison of regions that the major difference lies, with the nonmetropolitan South having a lower frequency of such teachers. This fact, taken together with the fact that there are many Negroes in the nonmetropolitan South, indicates a disadvantage for Negroes; it is a disadvantage shared by Negro and white alike in the nonmetropolitan South.

These regional comparisons, however, show the effect of locality of residence only very broadly, by large geographic regions. To examine the same question for much more restricted localities, an additional datum is presented in the tables and discussed in the text. It is ordinarily referred to as "whites in the same county," and in the tables is labeled "W(N)" for whites in the same county as Negroes (and for other minorities, W( ), with initials of the minority inserted). Its construction is described in appendix 9. In brief, this measure weights the schools attended by whites in each county proportionally to the numbers of Negroes in that county.

It allows two comparisons. First, differences between Negroes and whites in the same county show differences within the same counties (or the standard metropolitan areas, for the metropolitan strata). Comparisons between whites in the same county and all whites in the region show differences between the counties or metropolitan area in which minority children are most heavily concentrated, and those in which whites are most heavily concentrated. An example may be seen in the same table referred to above, 2.24.2, where 37 percent of Negroes in the nonmetropolitan North are in a school with a remedial reading teacher, and 46 percent of whites are in such a school. To see the source of this 9-percent difference, we compare Negroes with the W(N) column, and find that 40 percent of the latter have remedial reading teachers. Thus, they are 3 percent different from Negroes in these counties. The other comparison, of W(N) with whites in the region, shows that whites in the same counties where Negroes are concentrated are 6 percent less often in schools with remedial reading teachers than whites in the region as a whole. Thus, in this case, the larger part of the overall difference between Negroes and whites is accounted for by the lower frequency of remedial reading teachers in the counties where Negroes are most heavily concentrated.

In nonmetropolitan strata, the locality for which this comparison is made is the county; for metropolitan strata, it is the standard metropolitan area, including the city and suburbs. The inclusion of suburbs with the central city in metropolitan areas means that the comparison between Negro and W(N) is in part a comparison of the schools in the cities, where most Negroes live, and the schools in the suburbs, where many of the whites live. To have restricted the range to the central city alone would have obscured these city-suburb inequalities that exist within metropolitan areas.

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*Page 100.

2.13 *Distribution of Negro children*

Besides being classified by race, data for Negro and white children are classified by whether the schools are in metropolitan areas or not. The definition of a metropolitan area is the one commonly used by Government agencies: a city of over 50,000 inhabitants including its suburbs. All other schools in small cities, towns, or rural areas are referred to as nonmetropolitan schools.

For most tables, data for Negro and white children are classified by geographical regions. For metropolitan schools there are usually five regions defined as follows:

Northeast—Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, Delaware, Maryland, New Jersey, New York, Pennsylvania, District of Columbia
Midwest—Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota
South—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
Southwest—Arizona, New Mexico, Oklahoma, Texas
West—Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming

The nonmetropolitan schools are usually classified into only three regions:

[illegible]th—As above
Southwest—As above
North and West—All States not in the South and Southwest

Data for minority groups other than Negroes are presented only on a nationwide basis because there were not sufficient cases to warrant a breakdown by regions. The following table using 1960 census data shows the distribution of Negroes age 5 to 19 among the eight strata defined above.

Since World War I there has occurred in this country a vast regional redistribution of the Negro population through internal migration.* In 1910, 89 percent of the Negro population was concentrated in the South. By 1960, the proportion of Negroes living in the North and West had reached 40 percent, almost four times the proportion in 1910. The great change in the concentration of the Negro population is even more dramatic in their exodus to the metropolitan areas, and particularly to the large central cities of the Nation. In 1910, 73 percent of all Negroes lived on farms and in rural areas with less than 2,500 inhabitants. A complete reversal had occurred by 1960 with 73 percent of the Negroes living in urban areas, with 65 percent being in the largest metropolitan areas. Moreover, it is in the central cities of the metropolitan areas where the bulk of these Negroes reside. In 1960, 51 percent of all Negroes in the United States lived in the central cities; this urban residential pattern is much more characteristic of the North and West than it is of the South.

Table 2.13.1.—Distribution of Negro children age 5–19, 1960

Stratum	Number of Negroes age 5–19	Number as percent of all Negroes, age 5–19 in Nation	Number as percent of all children, age 5–19 in stratum
METROPOLITAN			
Northeast	937, 000	16. 0	9. 6
Midwest	936, 000	16. 0	10. 2
West	266, 000	4. 5	4. 9
South	1, 580, 000	27. 0	22. 7
Southwest	265, 000	4. 5	19. 3
NONMETROPOLITAN			
North and West	99, 000	1. 7	1. 2
South	1, 565, 000	26. 7	23. 2
Southwest	213, 000	3. 6	22. 0
Total	5, 861, 000	100. 0	----------

Furthermore, because the Negro population in this country is younger than the white population, the trend to a large concentration of Negroes in the cities is even more dramatic for the school-aged population. In 1960, 68 percent of Negro children of school age in the United States lived in the metropolitan areas. This 50-year pattern of

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*For a more complete account of the changes in the distribution of Negroes throughout the Nation, see Philip M. Hauser, "Demographic Factors in the Integration of the Negro," *Daedalus* fall 1965, pp. 847–877.

migration is continuing* and promises to further increase the proportion of Negroes in the urban North and West.

2.14 Racial composition of schools attended by whites and minorities

The survey sample was not designed for the purpose of obtaining precise estimates of the racial compostion of schools attended by each of these groups of children. Despite this, for large regions of the country, it is possible to estimate the distribution of each of these groups of children in schools of varying racial composition. The regional groups for Negro and white children consist of clusters of the eight strata described in section 1.2, as follows: the metropolitan North (Northeast, Midwest, and West), metropolitan South (South and Southwest), nonmetropolitan North (North and West), and nonmetropolitan South (South and Southwest). Graphs are presented (figs. 2.14.1–2.14.28)† to show estimates of the racial composition of schools at the beginning of school, for 1st-graders, and at the end of school, for 12th-graders, in each of these groups.

Each graph shows the percent of pupils in a given group in schools with a racial composition of 0–10 percent, 10–20 percent, 20–80 percent, and 90–100 percent pupils of that same group. For example, figure 2.14.1 shows that in the metropolitan North, 27.8 percent of Negro first-graders are in schools that are 90–100 percent Negro, 16.4 percent are in schools 80–90 percent Negro, an average of 8.0 percent are in schools in each 10-percent interval from 20–80 percent Negro, 4.5 percent are in schools 10–20 percent Negro, and 3.1 percent are in schools 0–10 percent Negro. (The data for 20–80 percent are averaged over this range, because the low frequency gives unreliable estimates for any 10 percent interval in this range.)

The figures for first-grade Negro children show that their segregation is greatest in the metropolitan South, next greatest in the nonmetropolitan South, and least in the nonmetropolitan North. The first-grade white children are in schools that are even more completely limited to their own race. Almost no whites are in schools that are predominantly nonwhite. Among the other minorities, only Indian American children are located in any numbers in schools where their racial group is predominant.

At grade 12, the racial concentration has reduced somewhat for Negroes. More of them are in schools of intermediate racial composition, and a higher percentage of them are in schools that are predominantly white. The change is least in the South (figs. 2.14.16 and 2.14.18), and greatest in the nonmetropolitan North. However, this latter region contains less than 5 percent of the Nation's Negroes, so that this integration represents only a small number of Negroes (see table 2.13.1).

Whites at grade 12 show almost identical concentration in predominantly white schools as they do at grade 1. Although more Negroes at grade 12 are in predominantly white schools, whites remain about as racially concentrated, though the category 90–100 percent obscures the fact that at grade 12, there is a higher percent of schools that have a few Negroes in them (though they remain in the 90–100 percent white category). The other minorities at grade 12 are, except for Oriental Americans, uniformly in schools where they are a smaller minority than are the grade-1 pupils.

A slightly different way of looking at the data on racial composition is to find the percent of students of a race in schools in which they are the majority race. Almost all white pupils in both grades 1 and 12 are in schools where they are a majority. The percentage rises to within a fraction of 100 percent in grade 12 of the nonmetropolitan North and only goes as low as 94 percent in grade 1 of the nonmetropolitan South.

Table 2.14.1.—Percent of white and minority pupils in schools in which they are in the majority, fall 1965

Item	Grade 1 50–100%	Grade 12 50–100%
Negro:		
Metropolitan North	72	35
Metropolitan South	97	95
Nonmetropolitan North	70	8
Nonmetropolitan South	92	85
All Regions	87	66
White:		
Metropolitan North	96	98
Metropolitan South	100	99
Nonmetropolitan North	98	100
Nonmetropolitan South	94	98
All Regions	97	99
Mexican American	30	2
Puerto Rican	8	3
Indian American	48	9
Oriental American	1	13

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*See, for example, Bureau of the Census, Supplementary Reports PS (SI)–49, Nov. 16, 1965.

†Figures appear at end of this section except four which appear in sec. 1.1.

Negroes, although much less numerous than whites, are almost as likely to be a majority in the schools they attend in the South, especially in metropolitan areas. The greatest amount of racial diffusion, by this measure, for Southern Negroes is in grade 12 of the nonmetropolitan South, where 85 percent of the Negro students are in predominantly Negro schools. Negroes in the North are less racially isolated, especially at the 12th grade. At grade 1 in both the metropolitan and nonmetropolitan North, about 70 percent of the Negro children are in schools in which they are a majority. At grade 12, 35 percent of the Negroes in the metropolitan North are in predominantly Negro schools, but only 8 percent of the Negroes in the nonmetropolitan North are in predominantly Negro schools.

A substantial number of Indian American and Mexican-American first-graders are in schools in which they are the majority group. This is not true at the 12th grade.

FIGURE 2.14.1

NEGRO PUPILS IN METROPOLITAN AREAS—NORTH AND WEST REGION
GRADE 1

PERCENT OF NEGRO STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

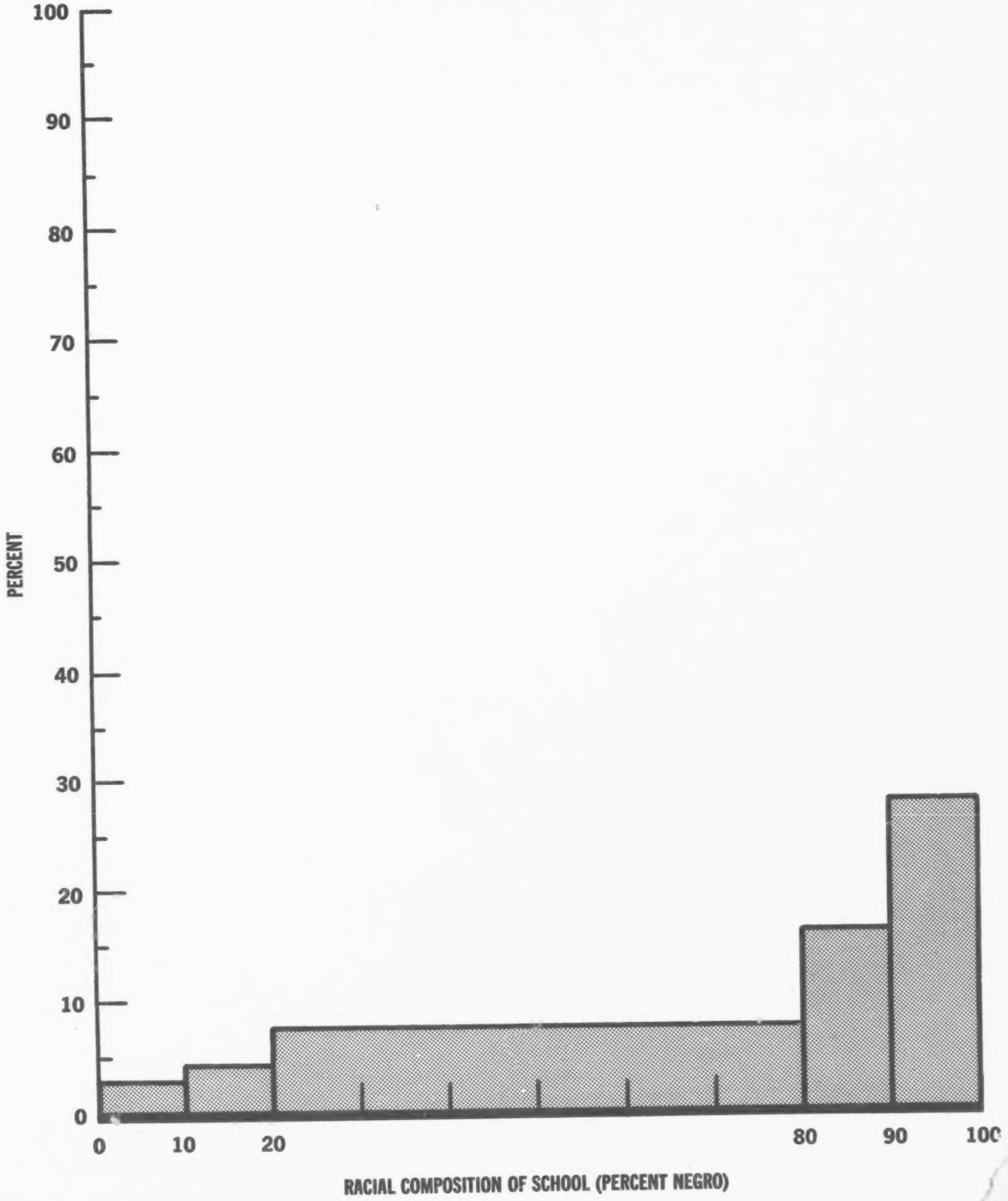

FIGURE 2.14.2

NEGRO PUPILS IN METROPOLITAN AREAS—SOUTH AND SOUTHWEST REGION
GRADE 1

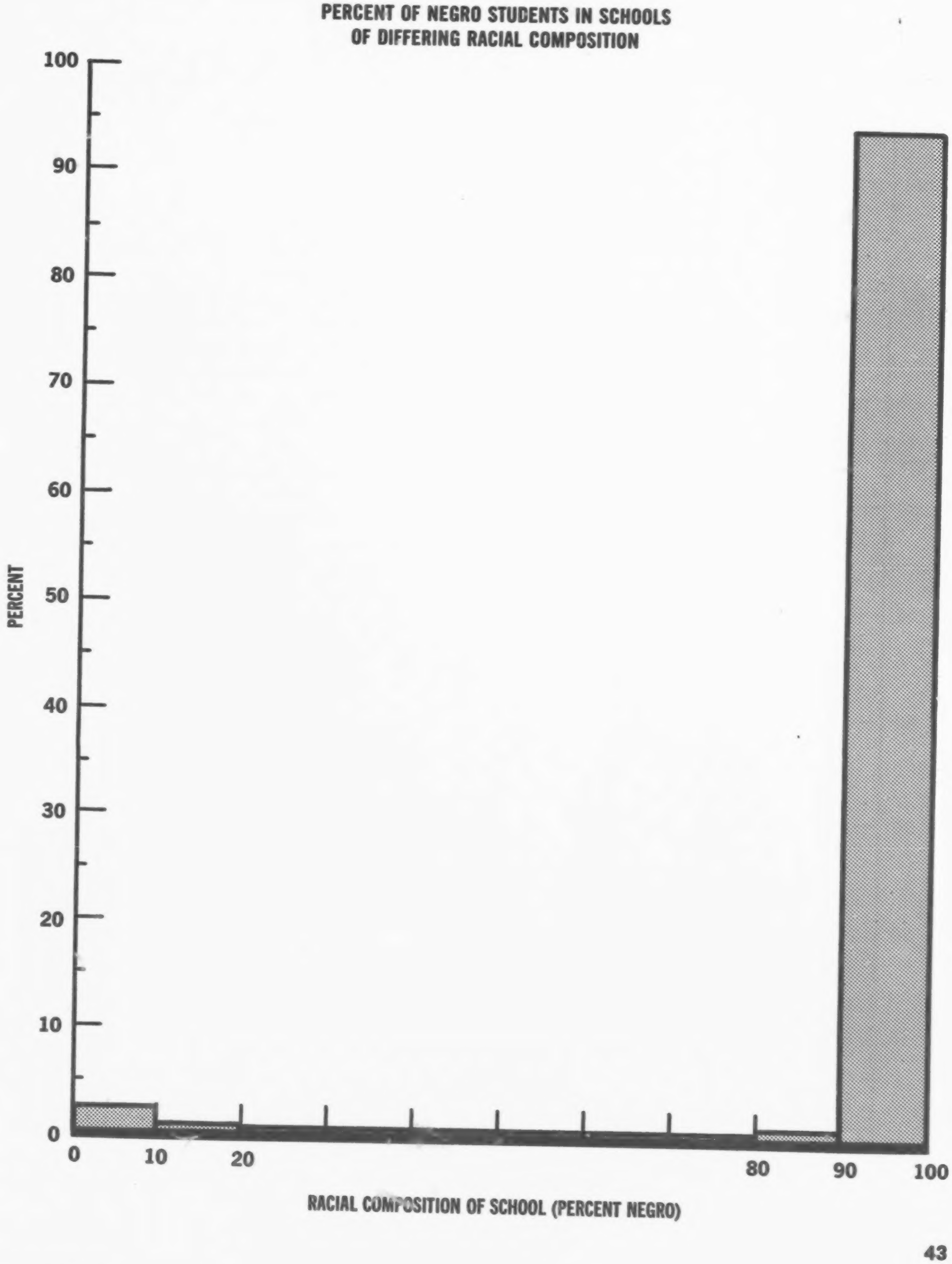

FIGURE 2.14.3

NEGRO PUPILS IN NONMETROPOLITAN AREAS—NORTH AND WEST REGION
GRADE 1

PERCENT OF NEGRO STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

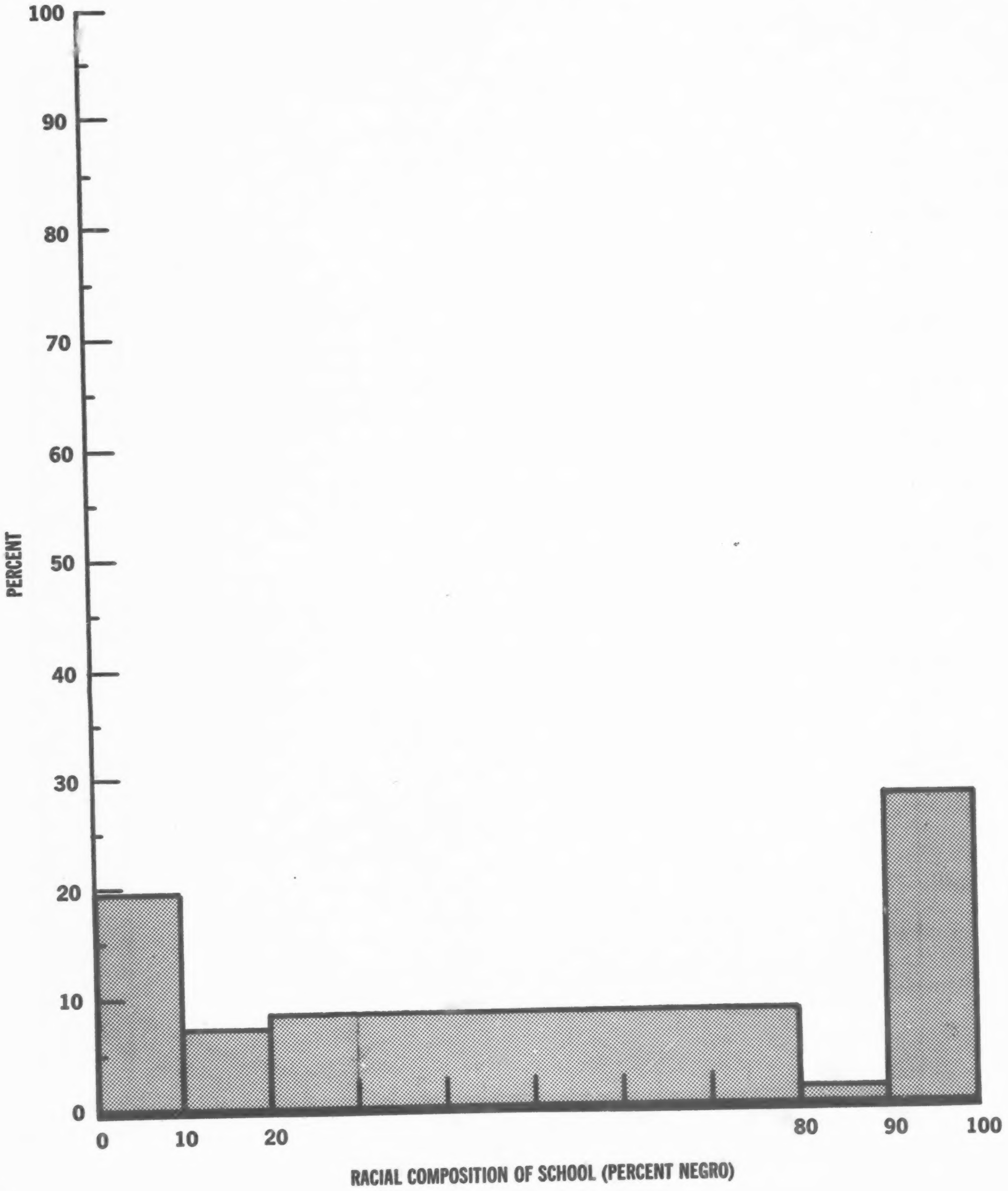

FIGURE 2.14.4

NEGRO PUPILS IN NONMETROPOLITAN AREAS—SOUTH AND SOUTHWEST REGION
GRADE 1

PERCENT OF NEGRO STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

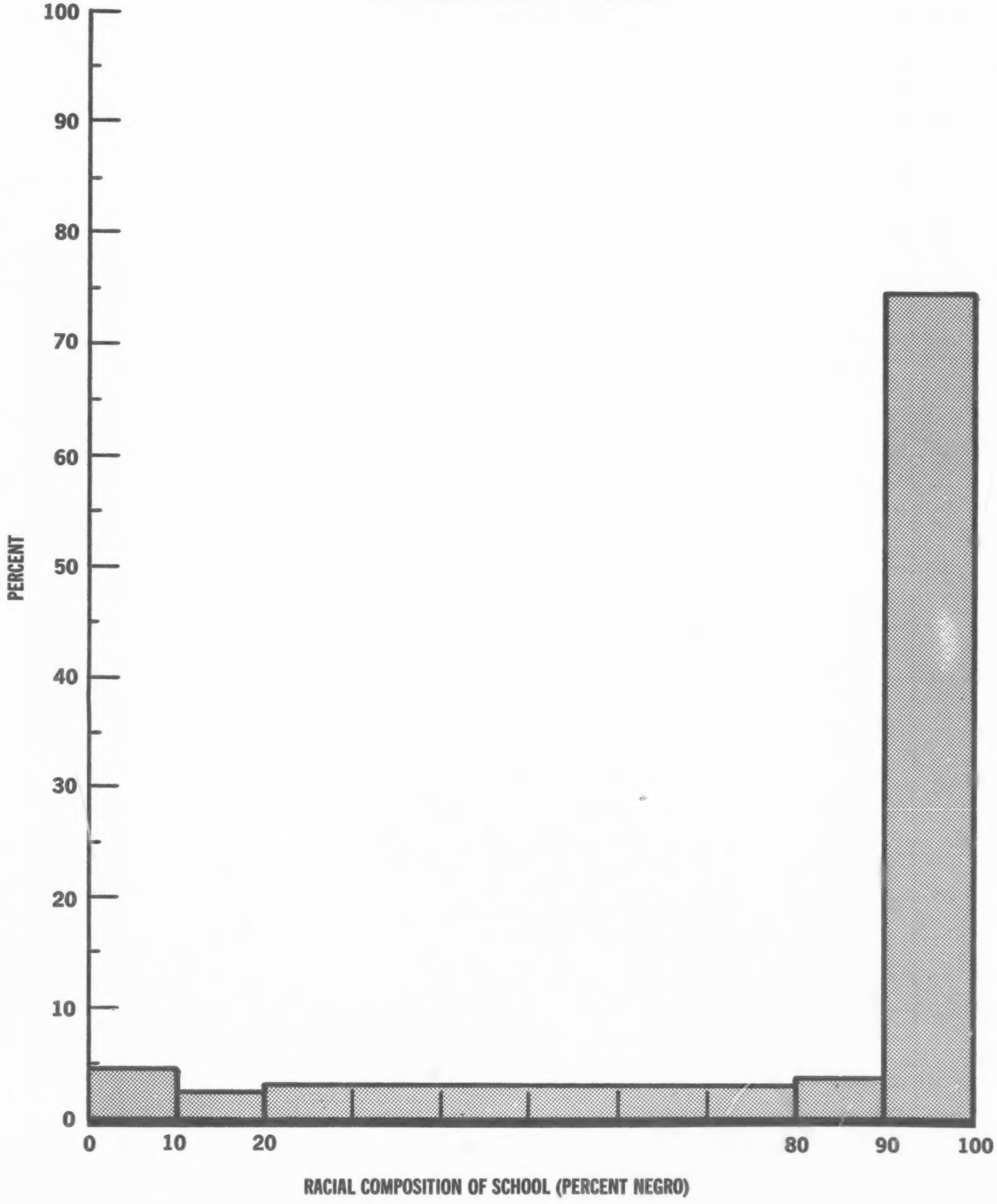

FIGURE 2.14.6

WHITE PUPILS IN METROPOLITAN AREAS—NORTH AND WEST REGION
GRADE 1

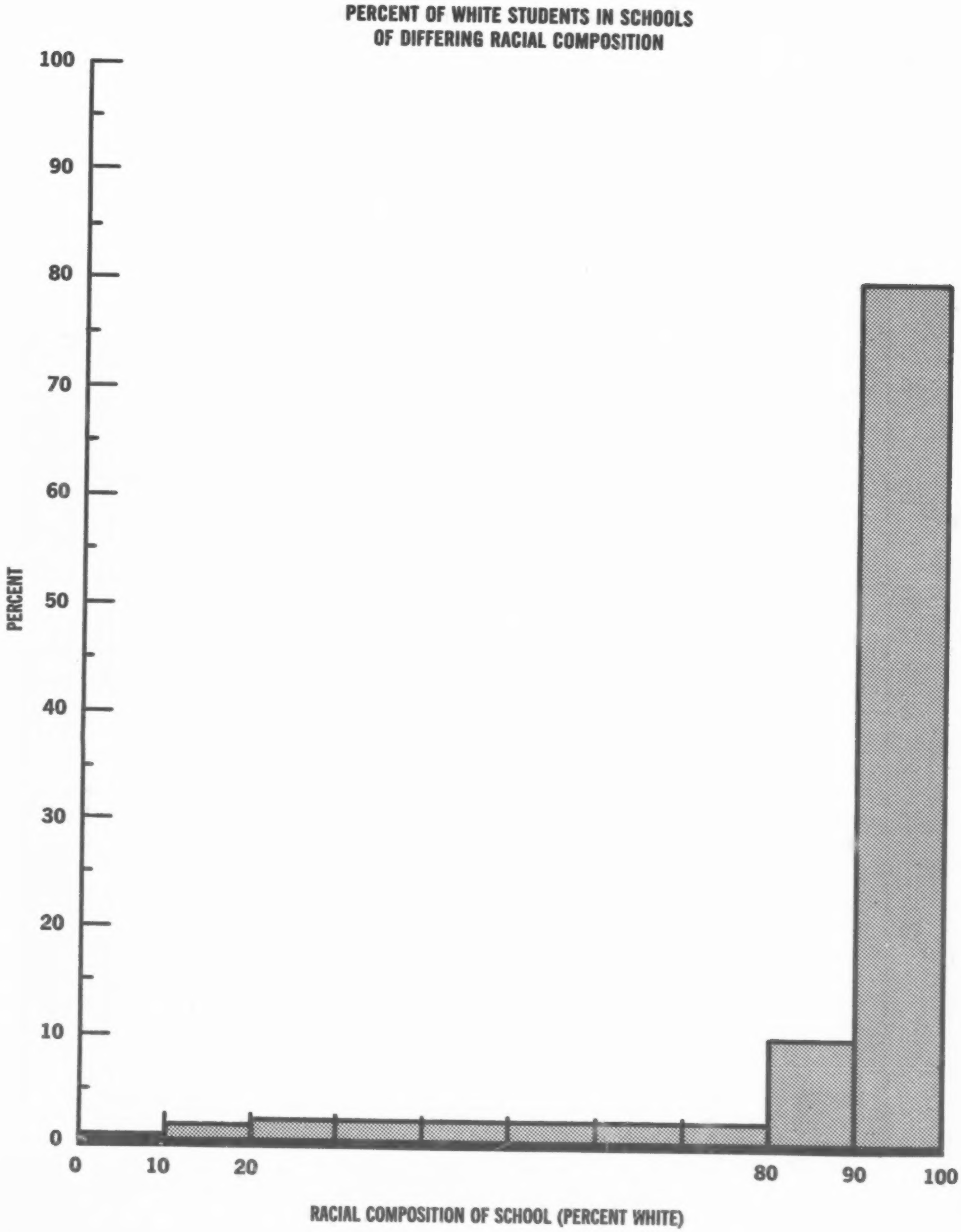

FIGURE 2.14.7

WHITE PUPILS IN METROPOLITAN AREAS—SOUTH AND SOUTHWEST REGION
GRADE 1

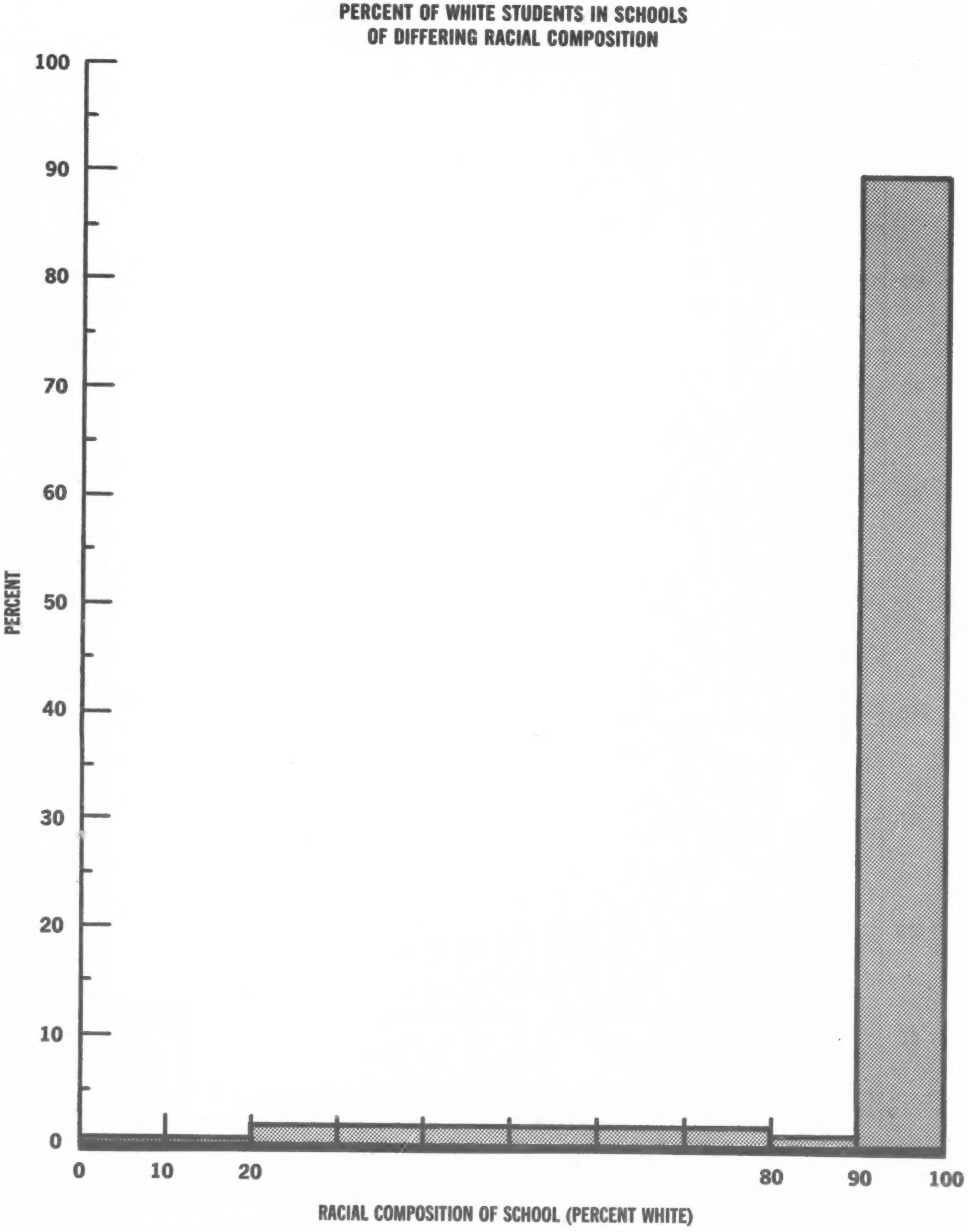

FIGURE 2.14.8

WHITE PUPILS IN NONMETROPOLITAN AREAS—NORTH AND WEST REGION
GRADE 1

PERCENT OF WHITE STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

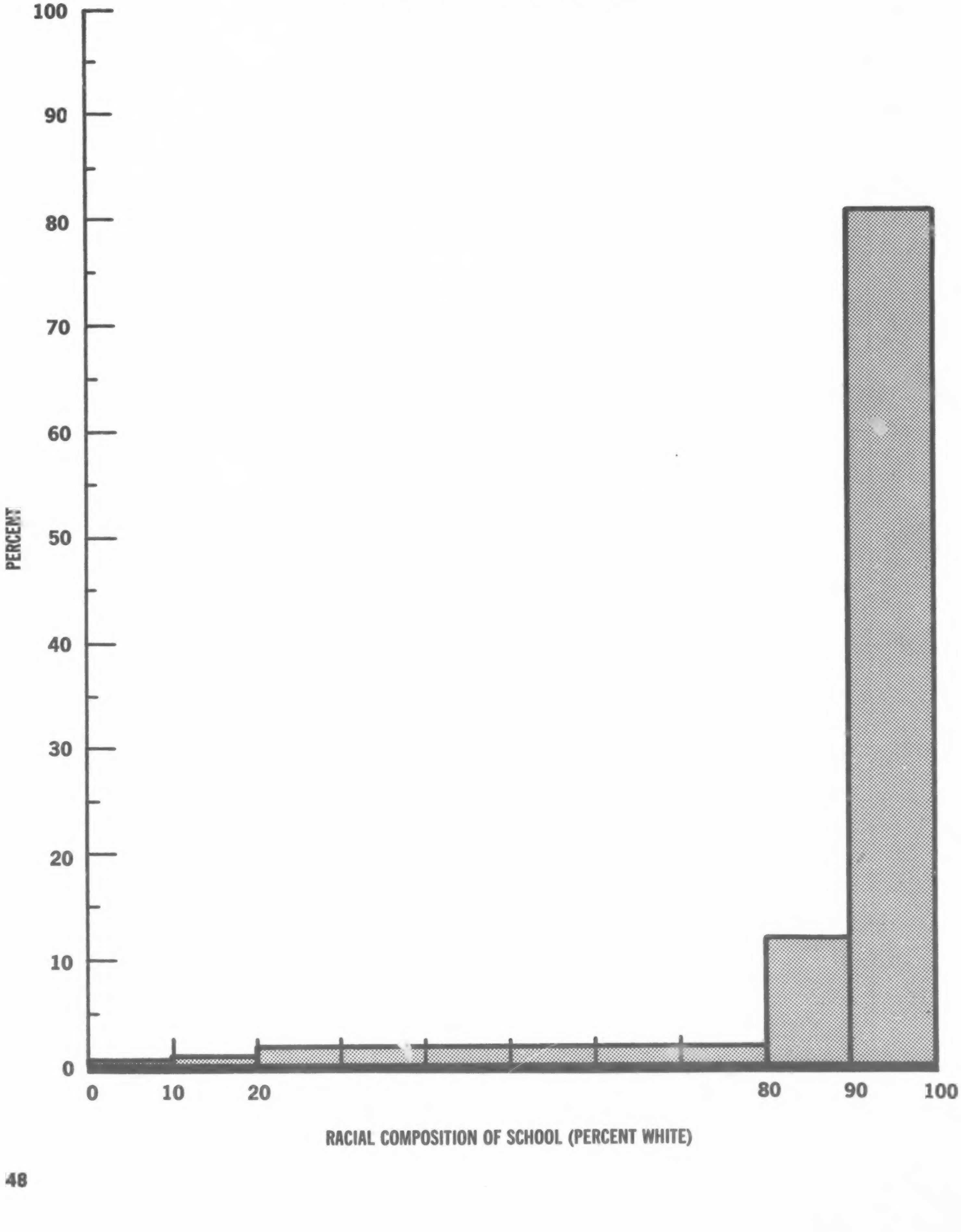

FIGURE 2.14.9

WHITE PUPILS IN NONMETROPOLITAN AREAS—SOUTH AND SOUTHWEST REGION
GRADE 1

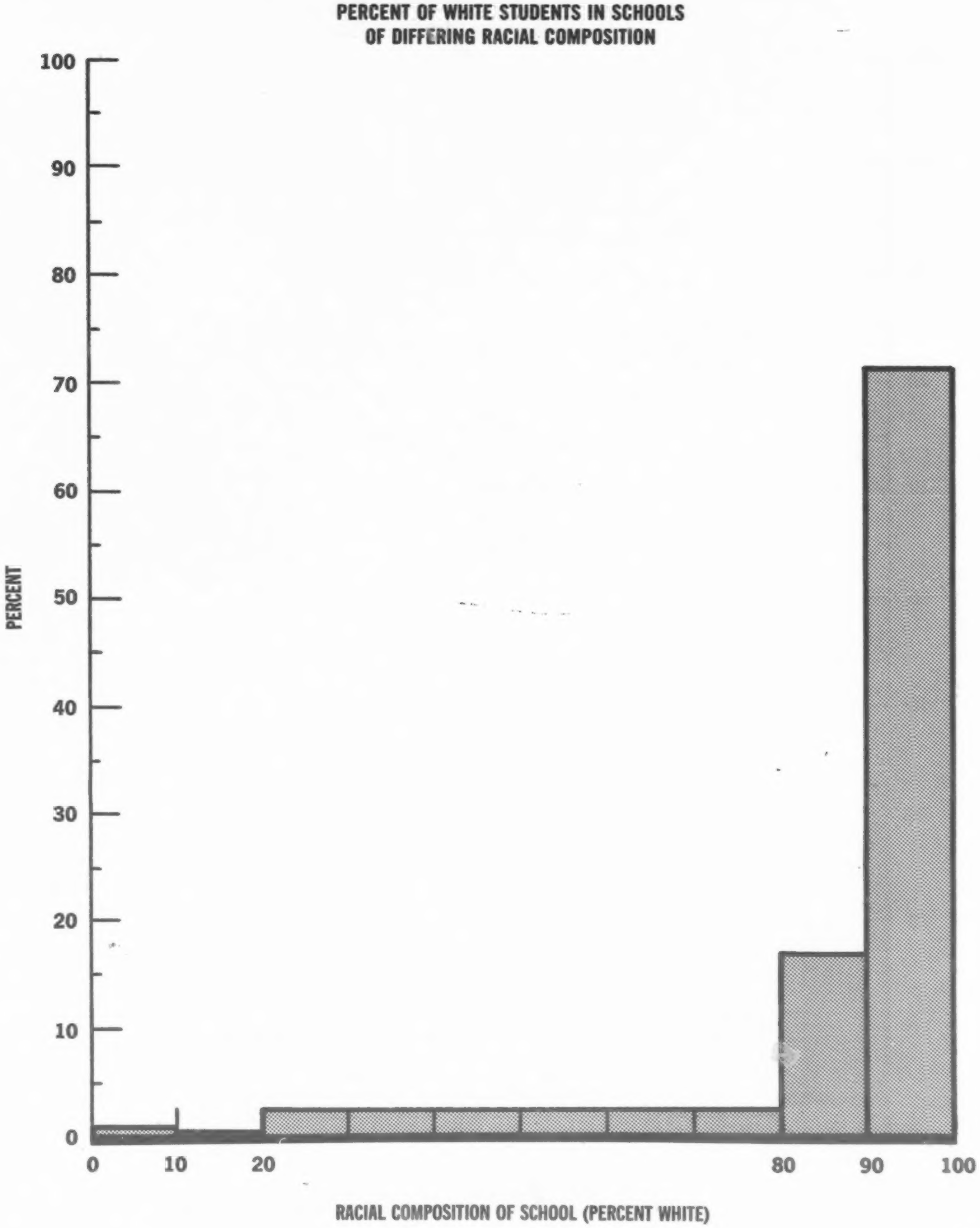

FIGURE 2.14.11
MEXICAN AMERICAN PUPILS—ALL REGIONS
GRADE 1

PERCENT OF MEXICAN AMERICAN STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

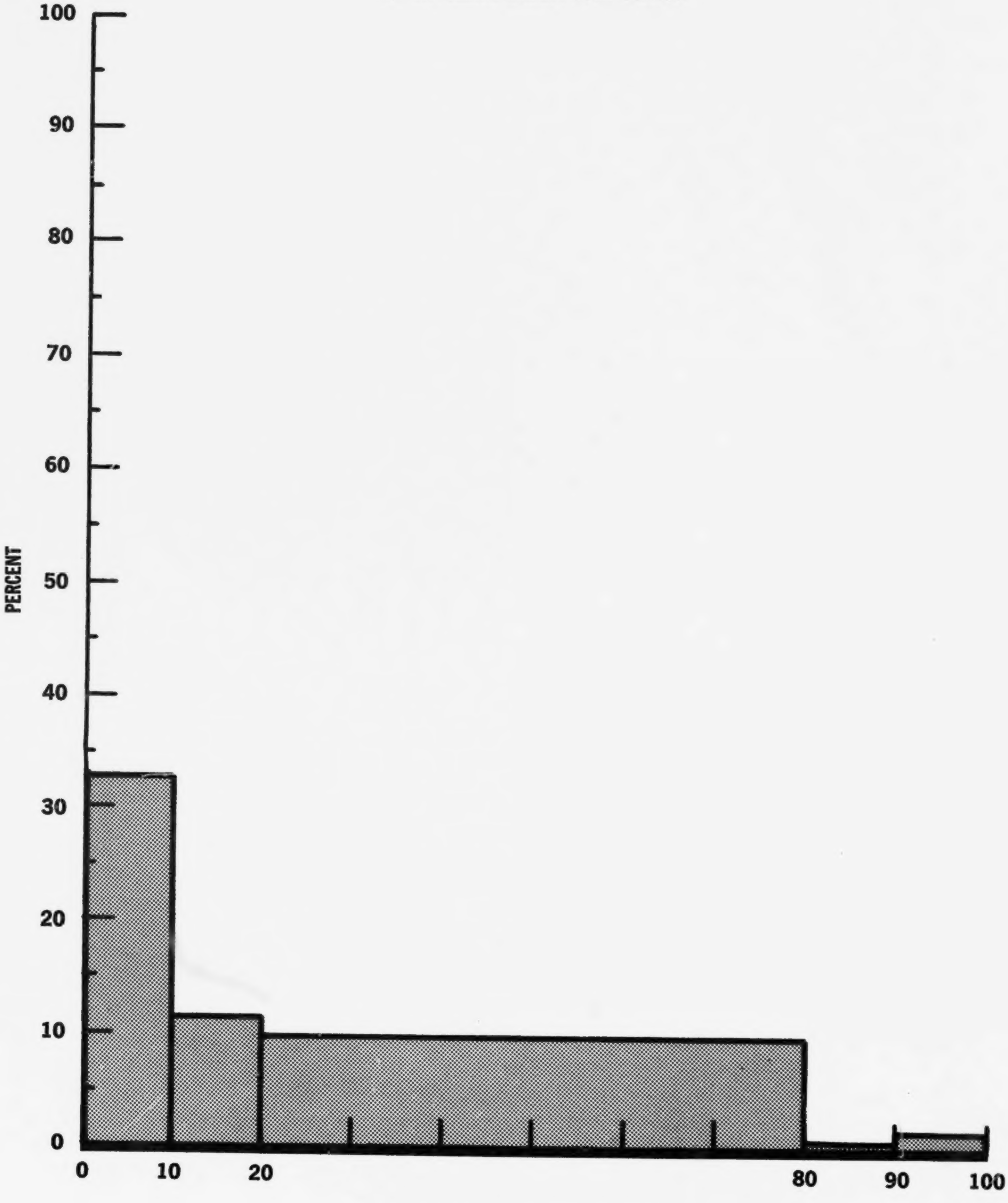

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FIGURE 2.14.12

PUERTO RICAN PUPILS—ALL REGIONS
GRADE 1

PERCENT OF PUERTO RICAN STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

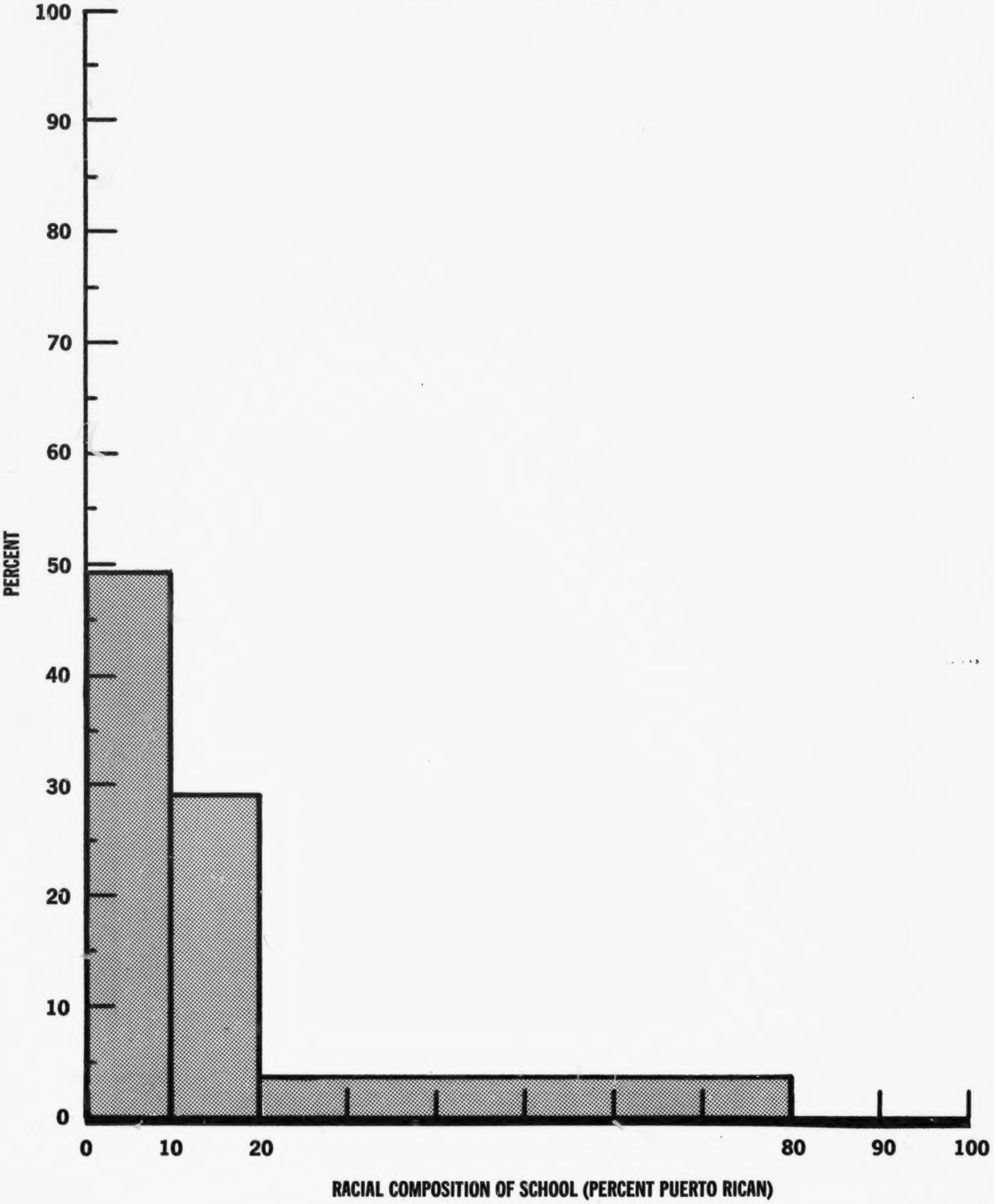

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FIGURE 2.14.13

INDIAN AMERICAN PUPILS—ALL REGIONS
GRADE 1

PERCENT OF INDIAN AMERICAN STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

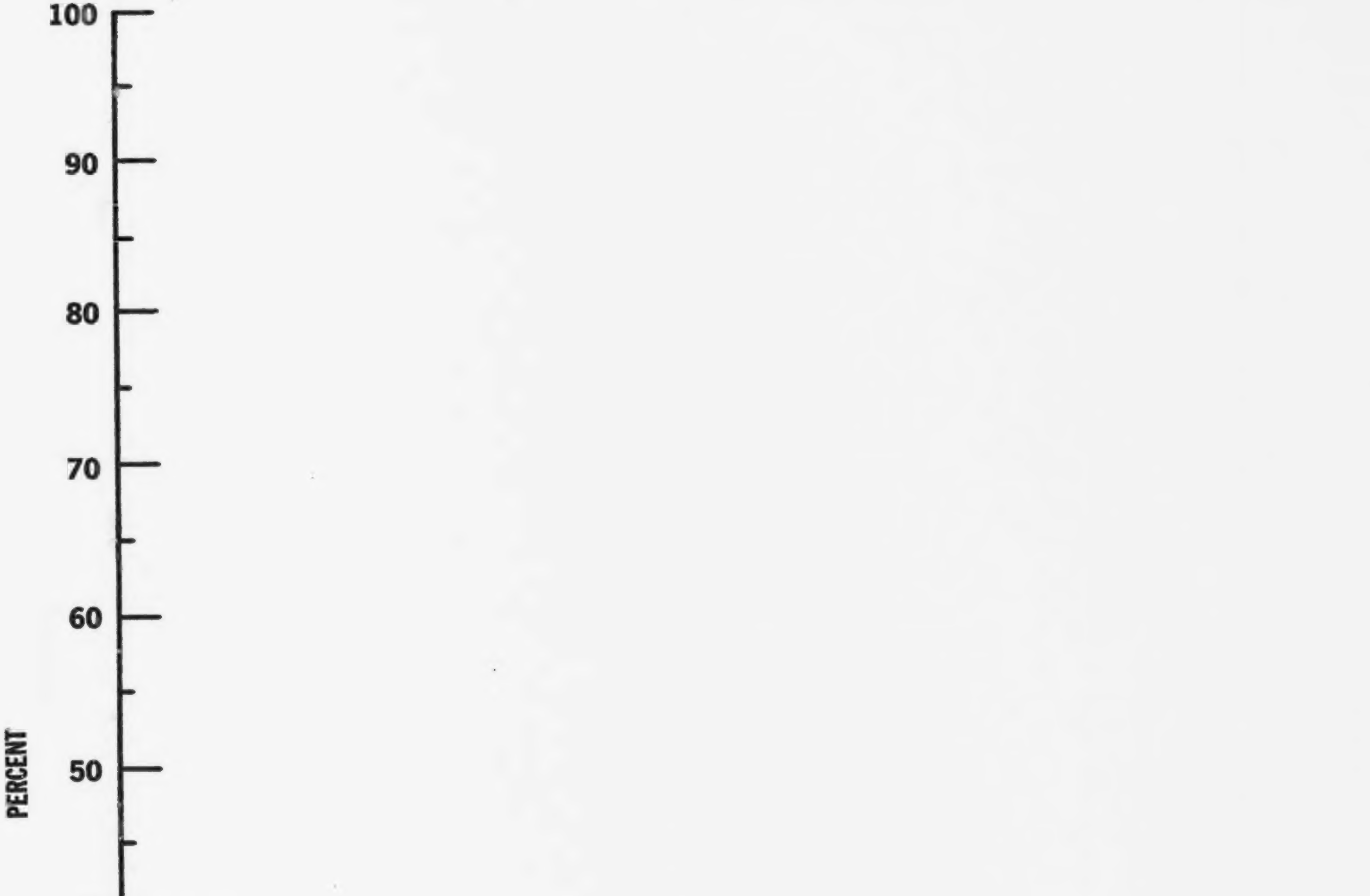


FIGURE 2.14.14
ORIENTAL AMERICAN PUPILS—ALL REGIONS
GRADE 1

PERCENT OF ORIENTAL AMERICAN STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

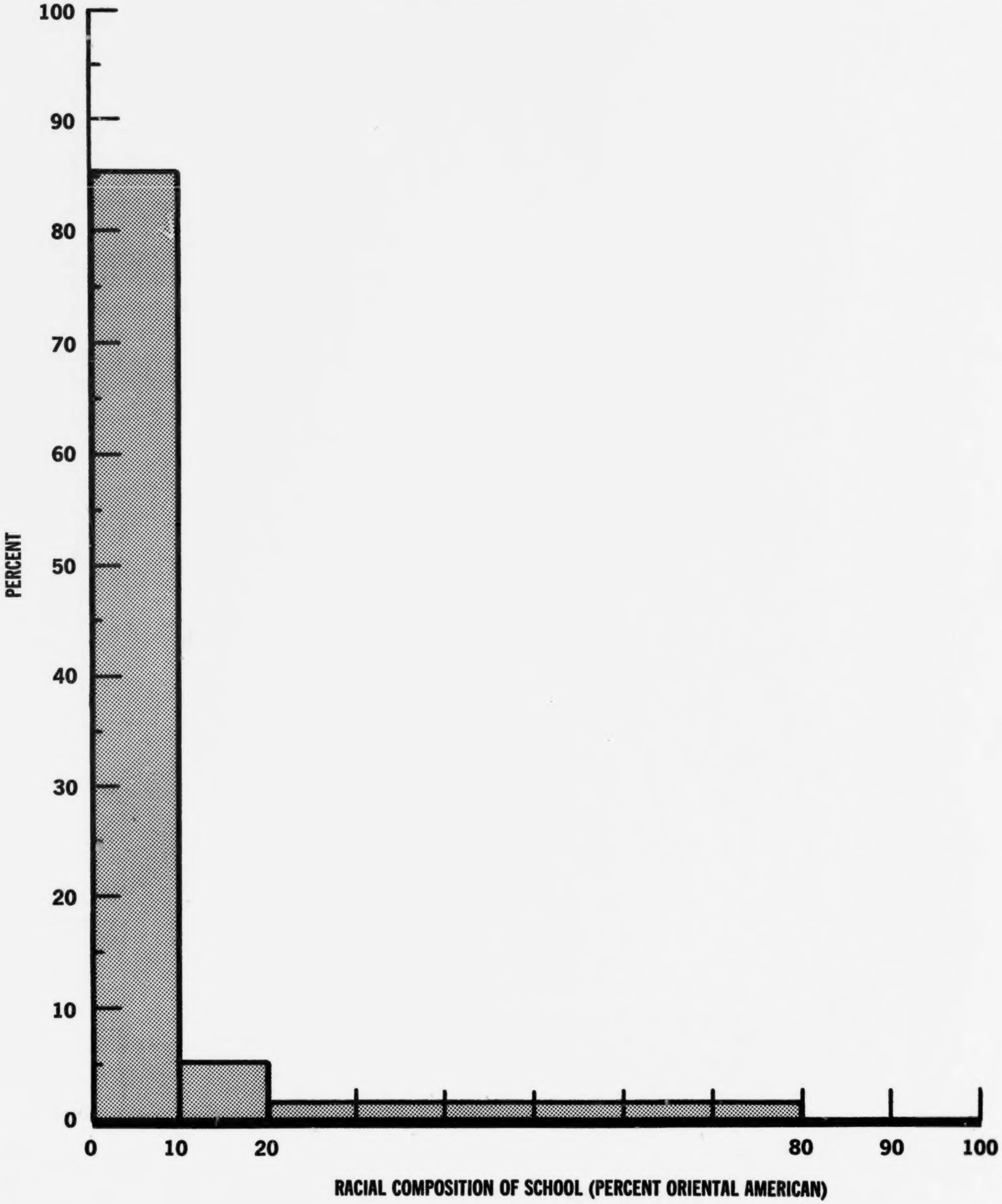


FIGURE 2.14.15

NEGRO PUPILS IN METROPOLITAN AREAS—NORTH AND WEST REGION
GRADE 12

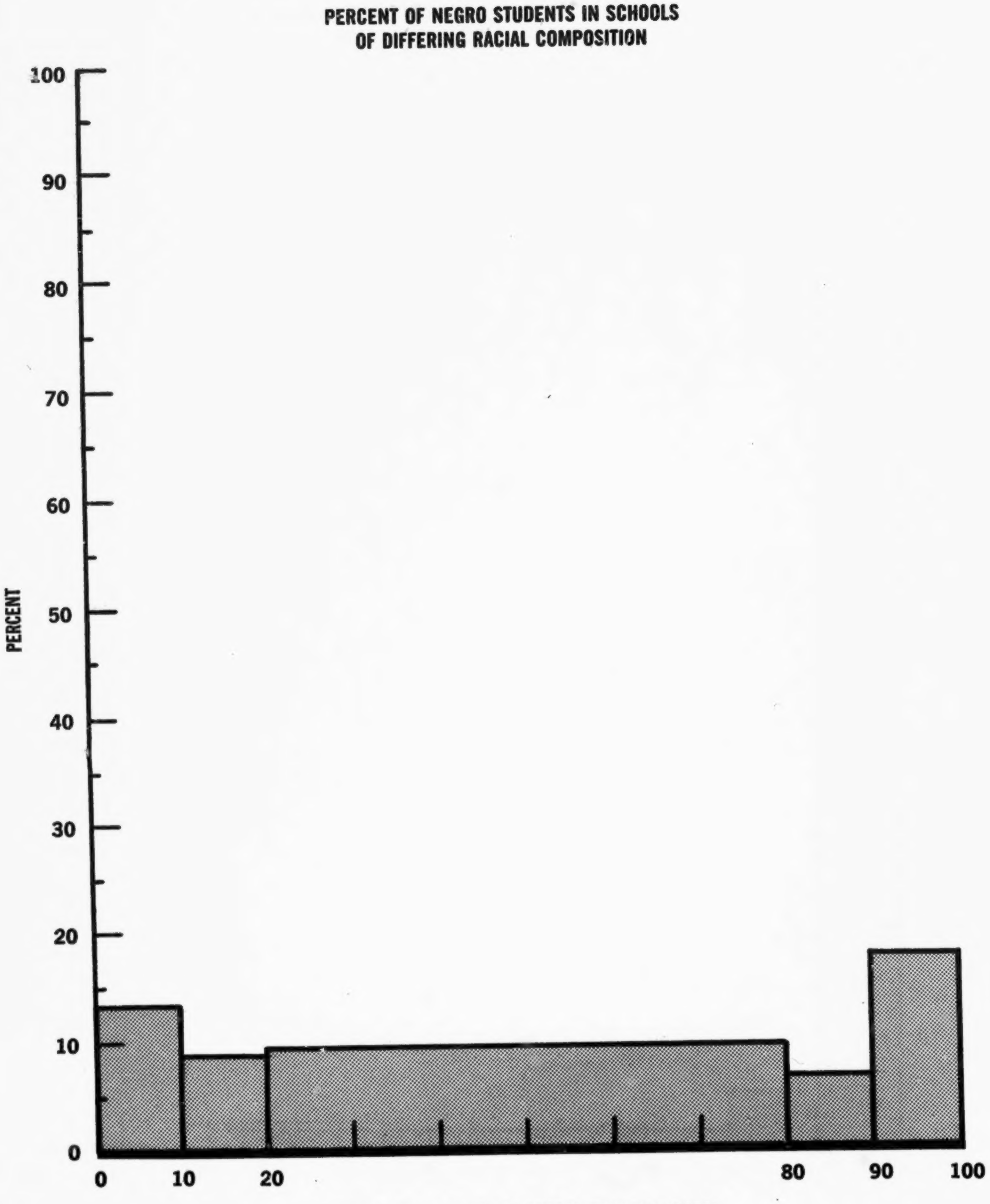


FIGURE 2.14.16

NEGRO PUPILS IN METROPOLITAN AREAS—SOUTH AND SOUTHWEST REGION
GRADE 12

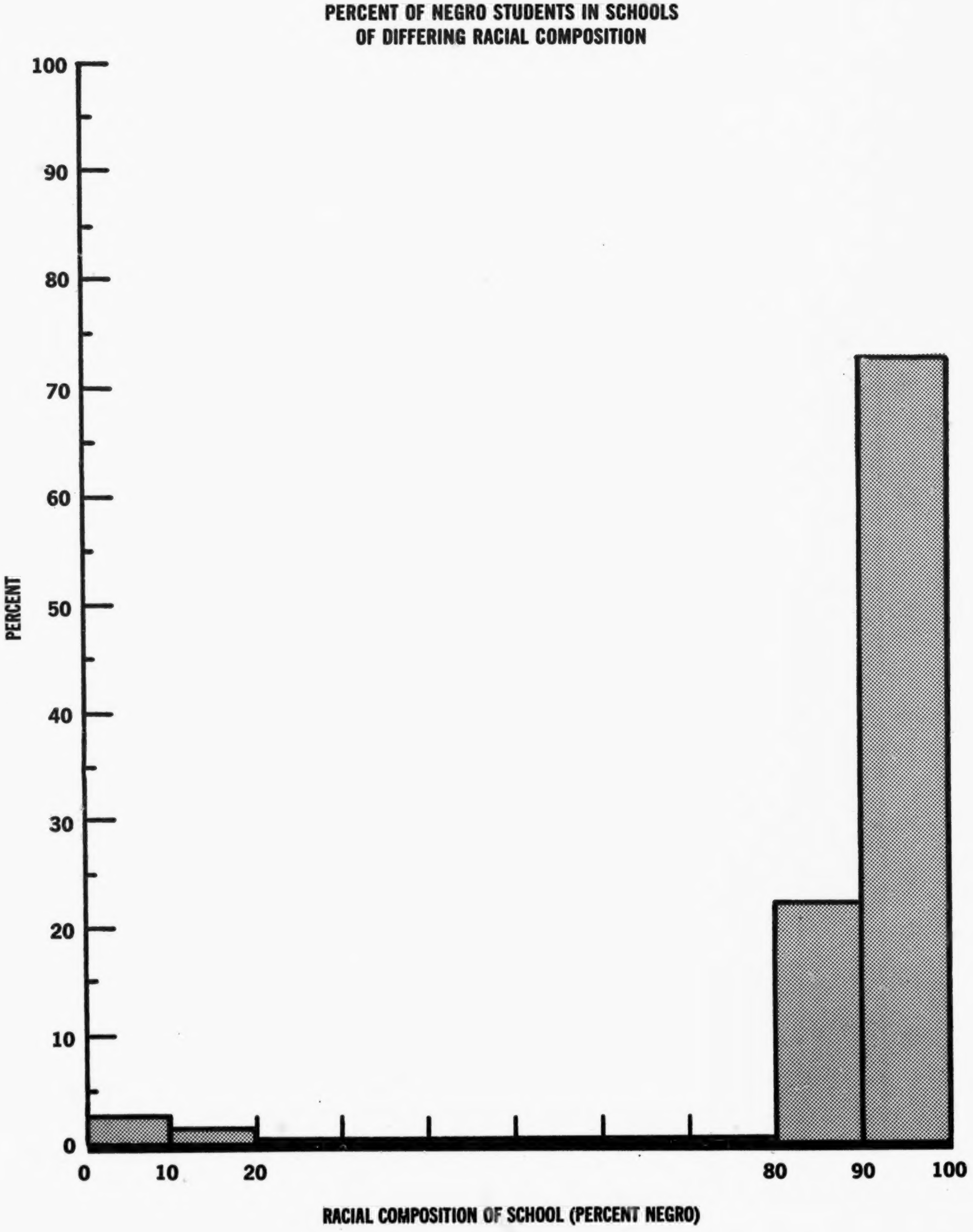


FIGURE 2.14.17

NEGRO PUPILS IN NONMETROPOLITAN AREAS—NORTH AND WEST REGION
GRADE 12

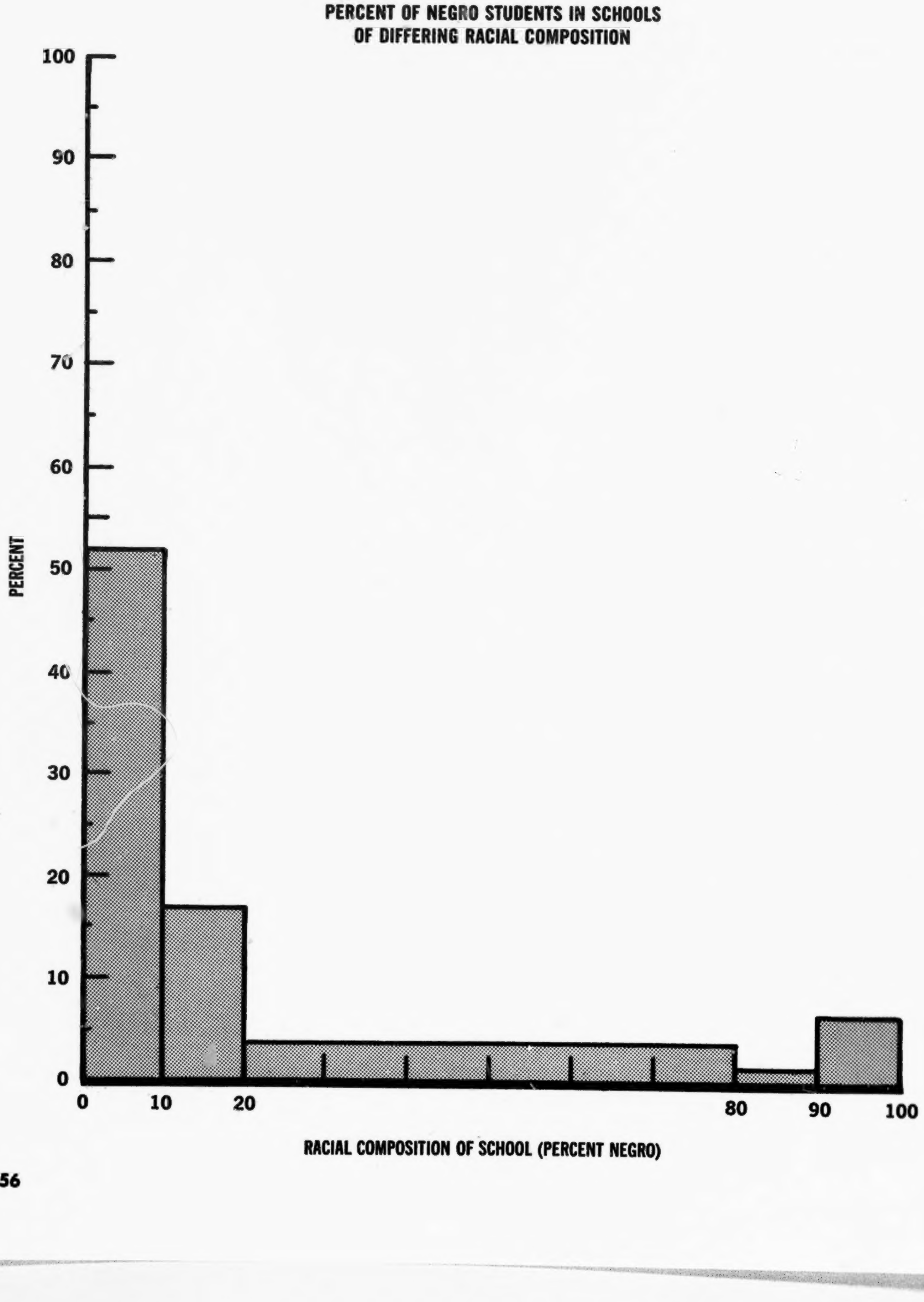


FIGURE 2.14.18

NEGRO PUPILS IN NONMETROPOLITAN AREAS—SOUTH AND SOUTHWEST REGION
GRADE 12

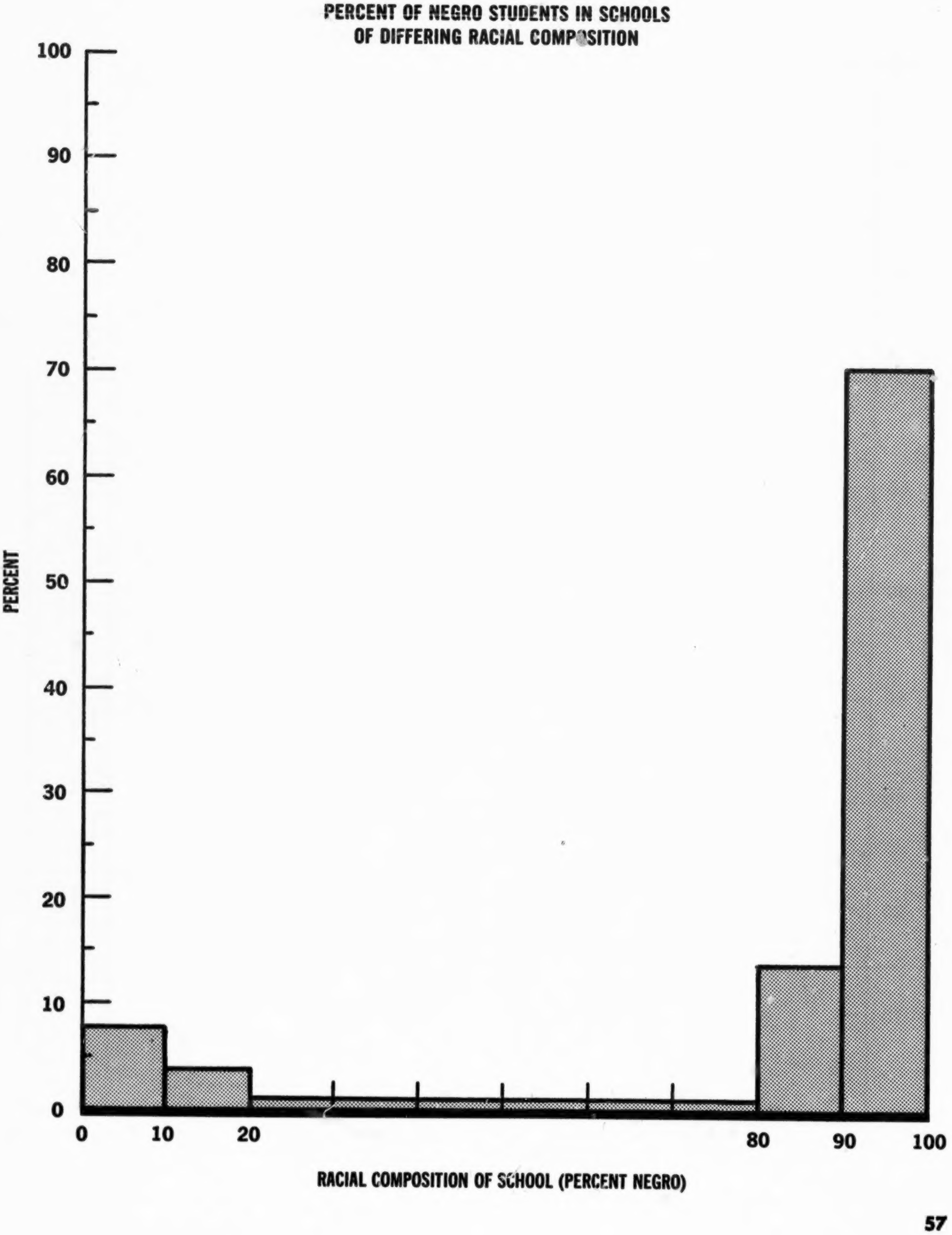


FIGURE 2.14.20

WHITE PUPILS IN METROPOLITAN AREAS—NORTH AND WEST REGION
GRADE 12

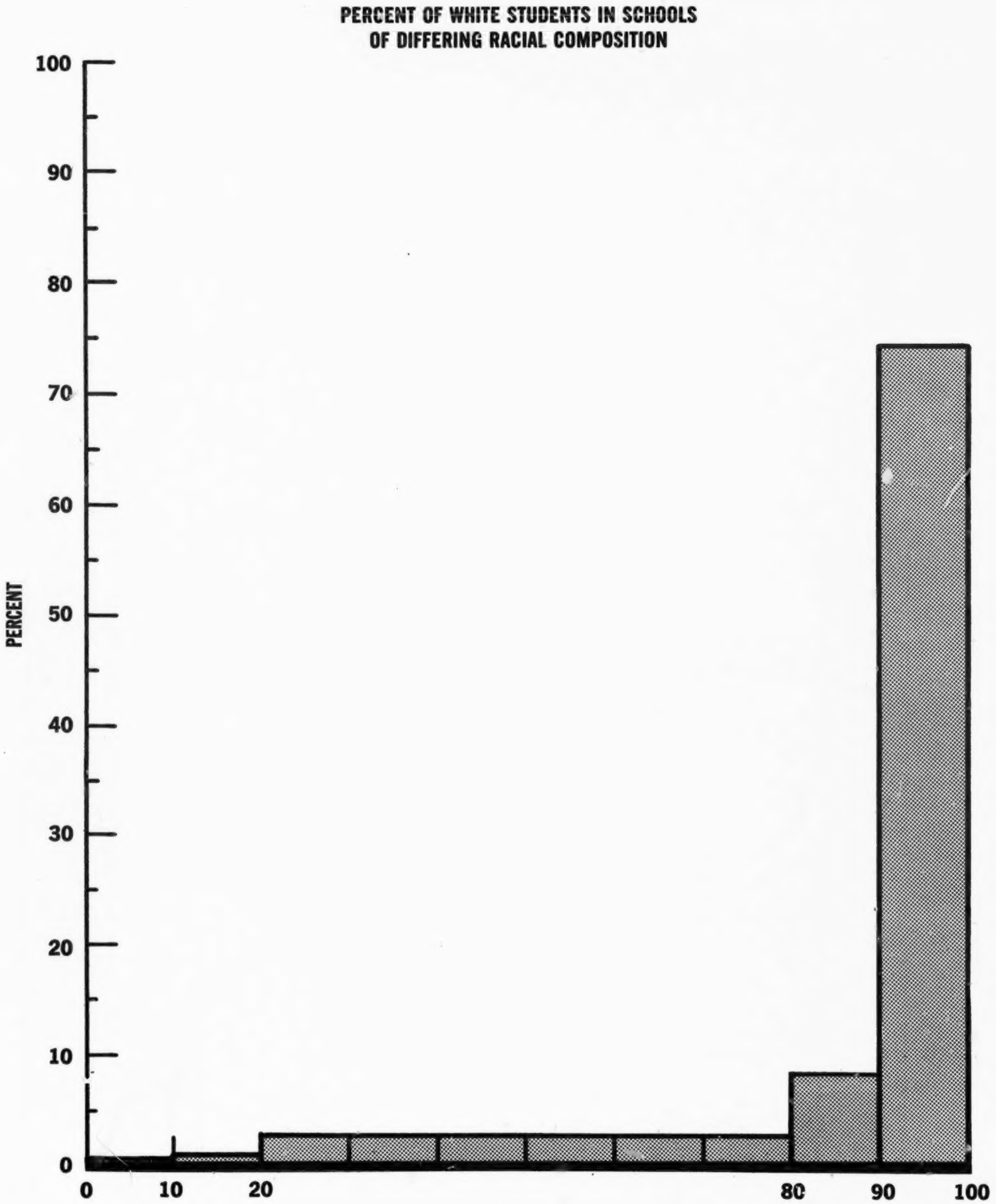


FIGURE 2.14.21

WHITE PUPILS IN METROPOLITAN AREAS—SOUTH AND SOUTHWEST REGION
GRADE 12

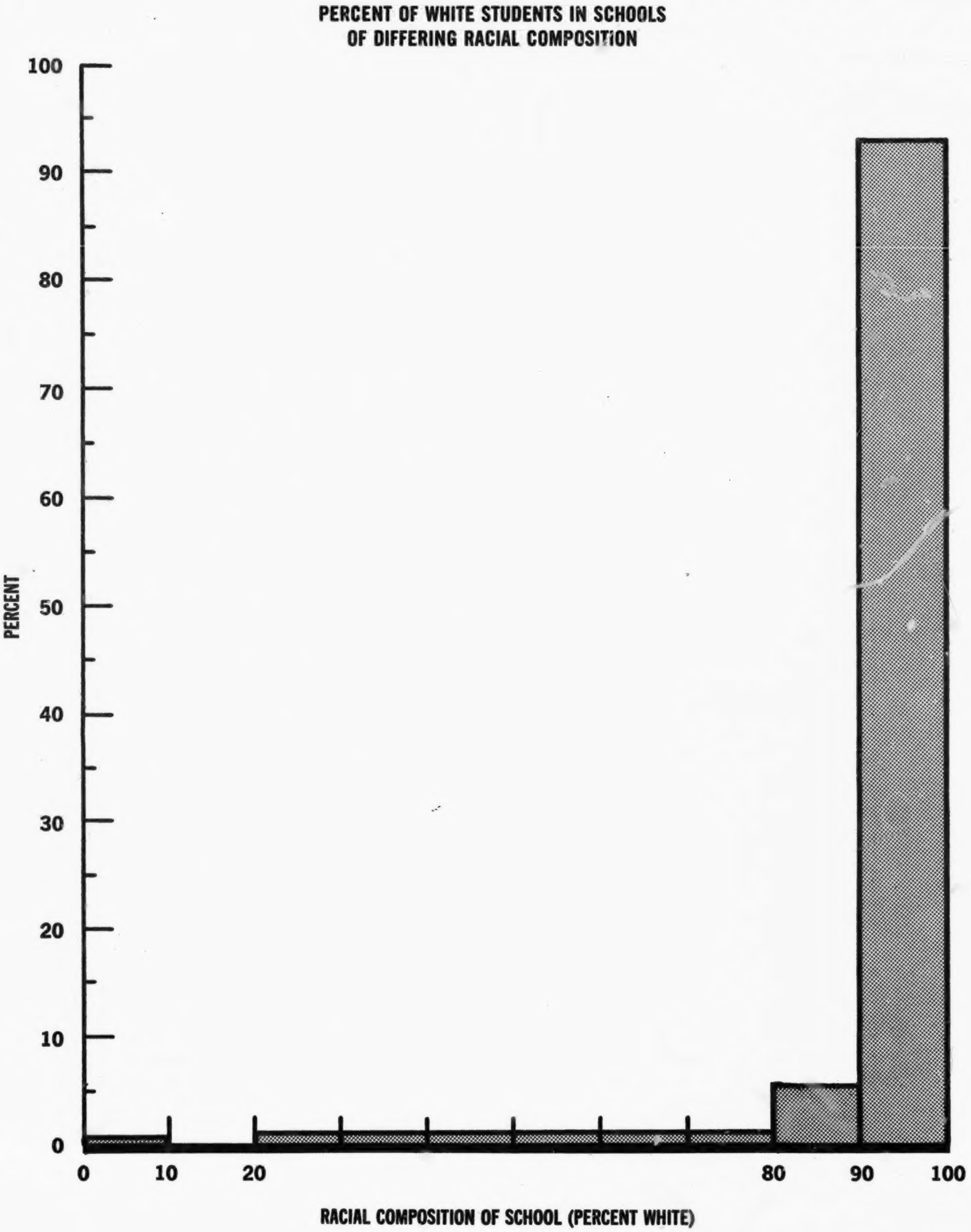


FIGURE 2.14.22

WHITE PUPILS IN NONMETROPOLITAN AREAS—NORTH AND WEST REGION
GRADE 12

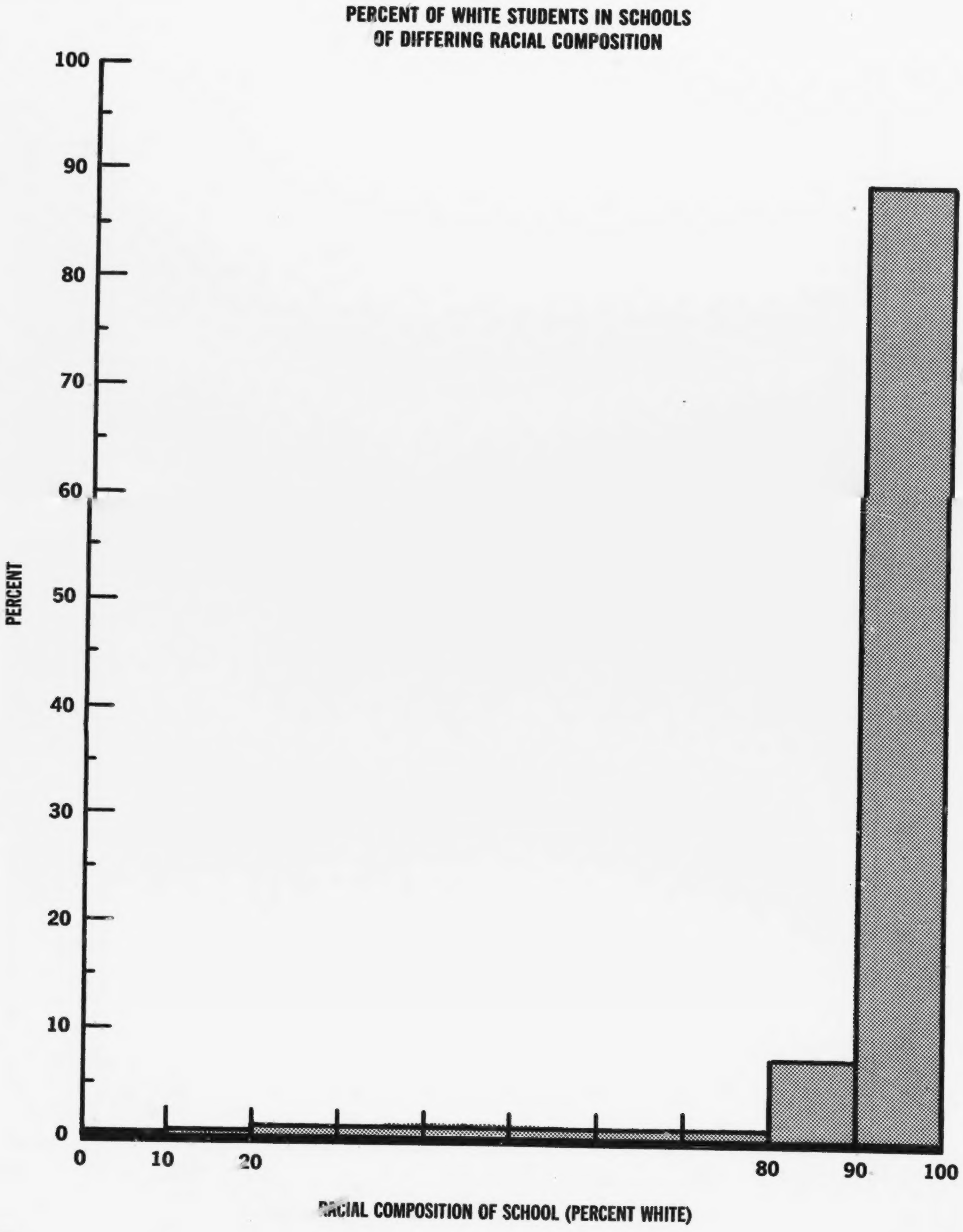


FIGURE 2.14.23
WHITE PUPILS IN NONMETROPOLITAN AREAS—SOUTH AND SOUTHWEST REGION
GRADE 12

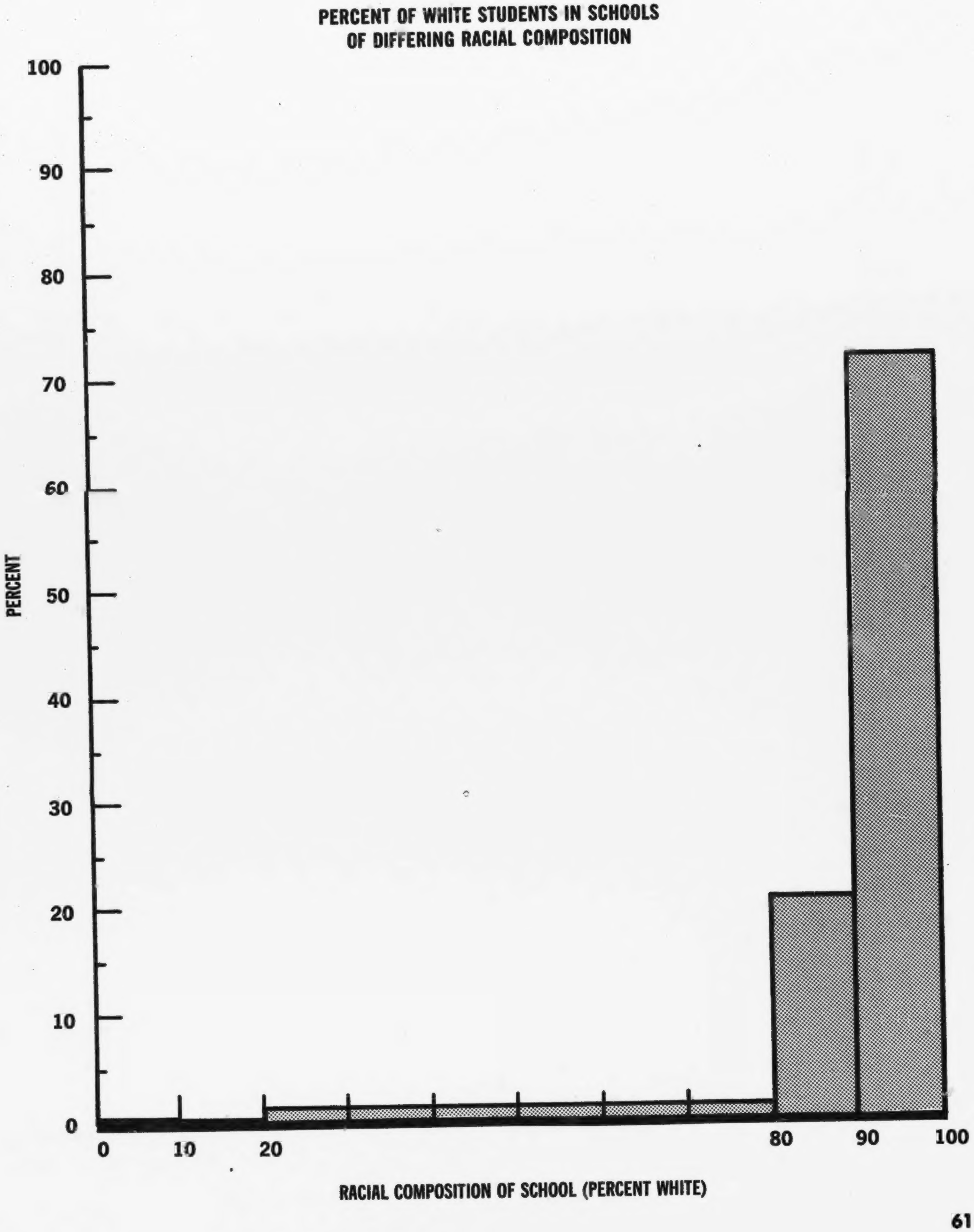


FIGURE 2.14.25
MEXICAN AMERICAN PUPILS—ALL REGIONS
GRADE 12

PERCENT OF MEXICAN AMERICAN STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

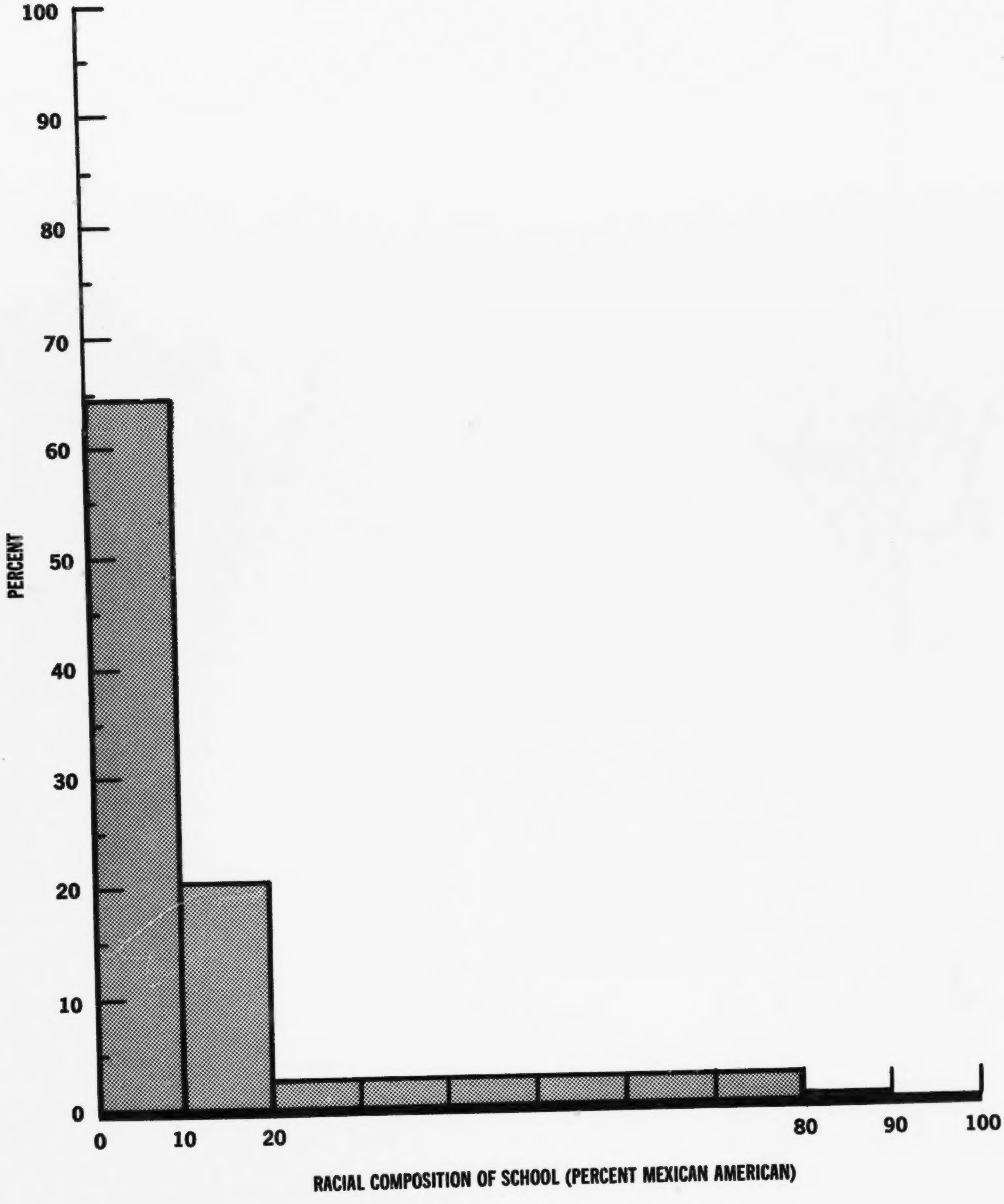
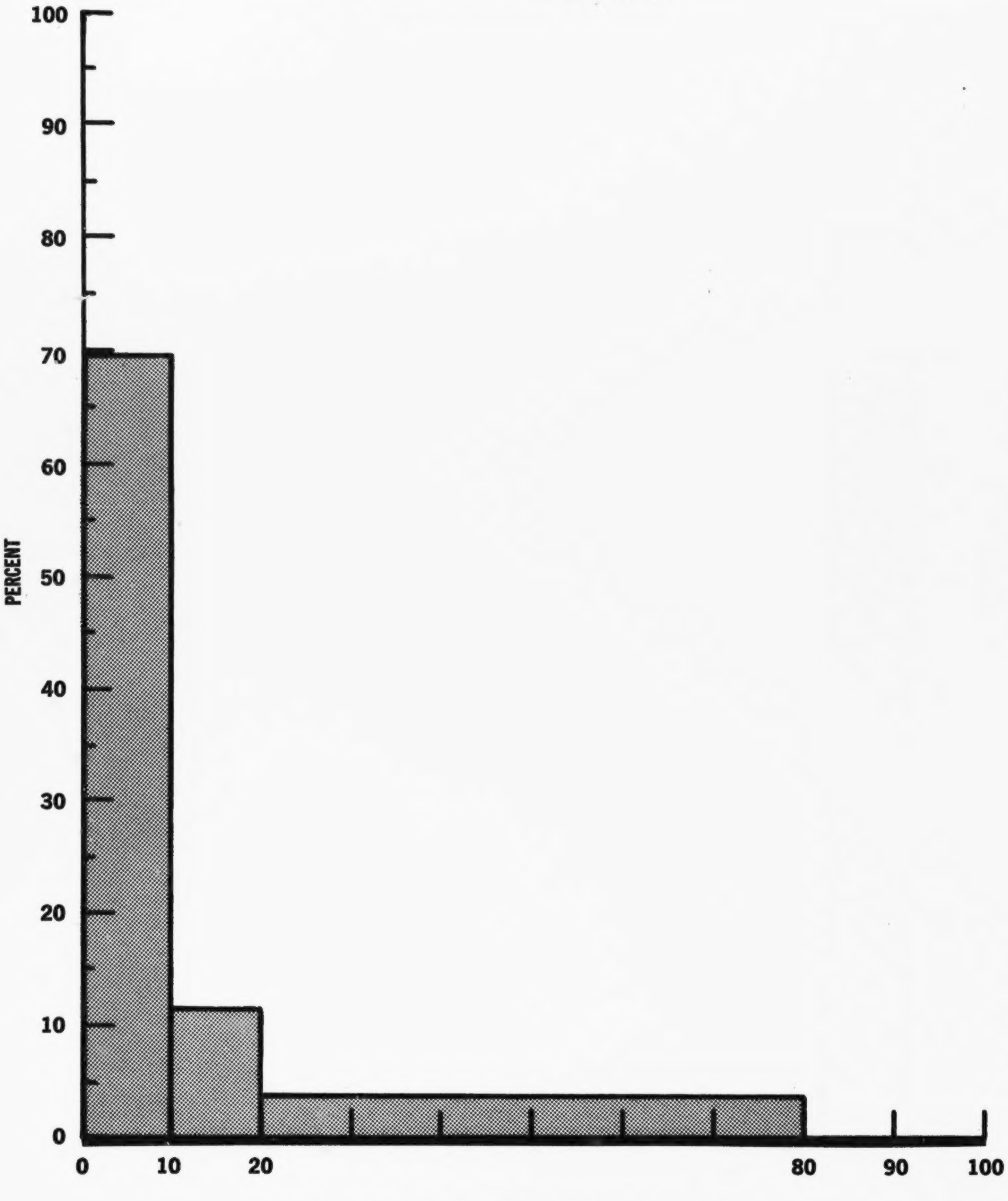


FIGURE 2.14.26

PUERTO RICAN PUPILS—ALL REGIONS
GRADE 12

PERCENT OF PUERTO RICAN STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION



RACIAL COMPOSITION OF SCHOOL (PERCENT PUERTO RICAN)

FIGURE 2.14.27
INDIAN AMERICAN PUPILS—ALL REGIONS
GRADE 12

PERCENT OF INDIAN AMERICAN STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

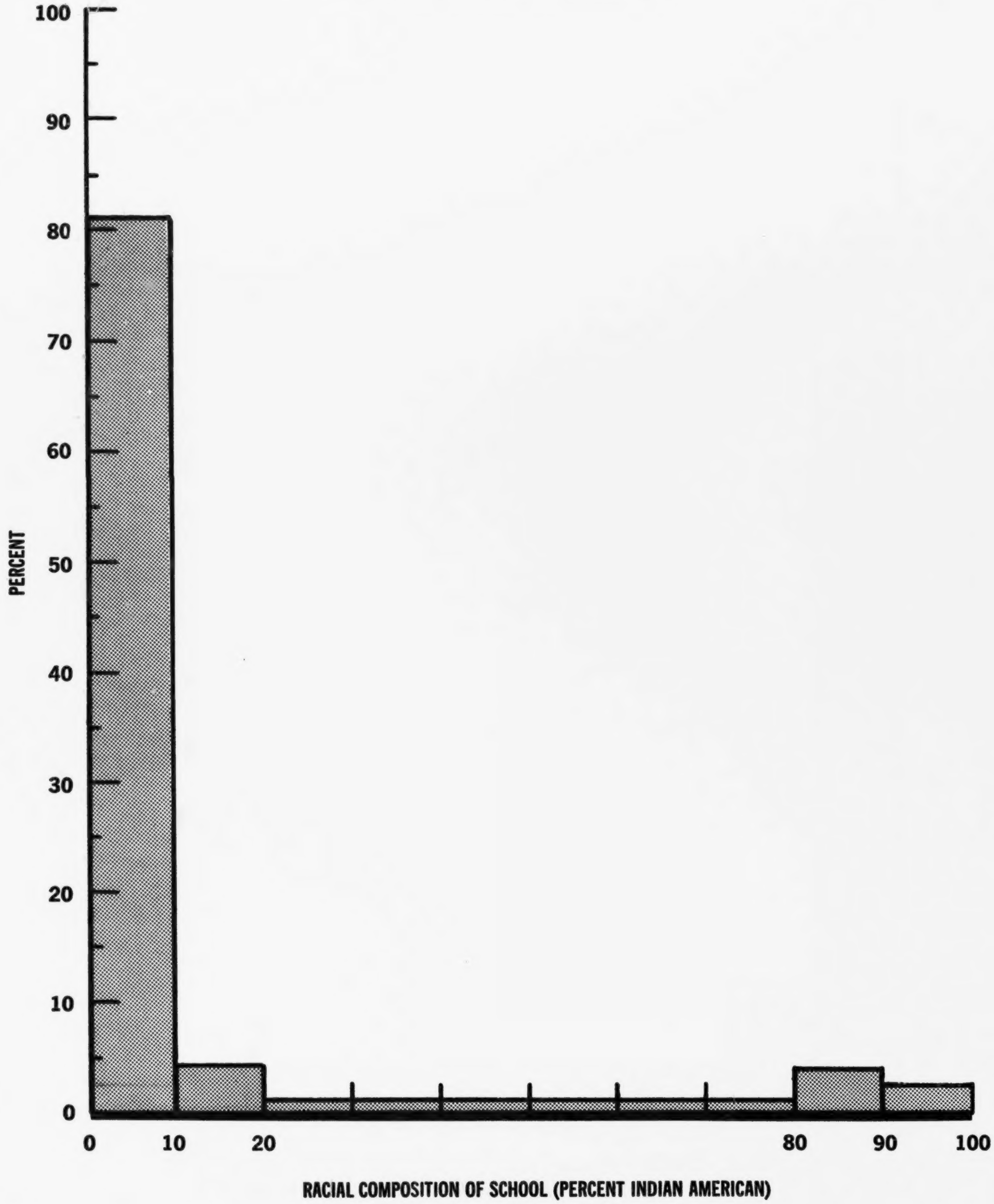
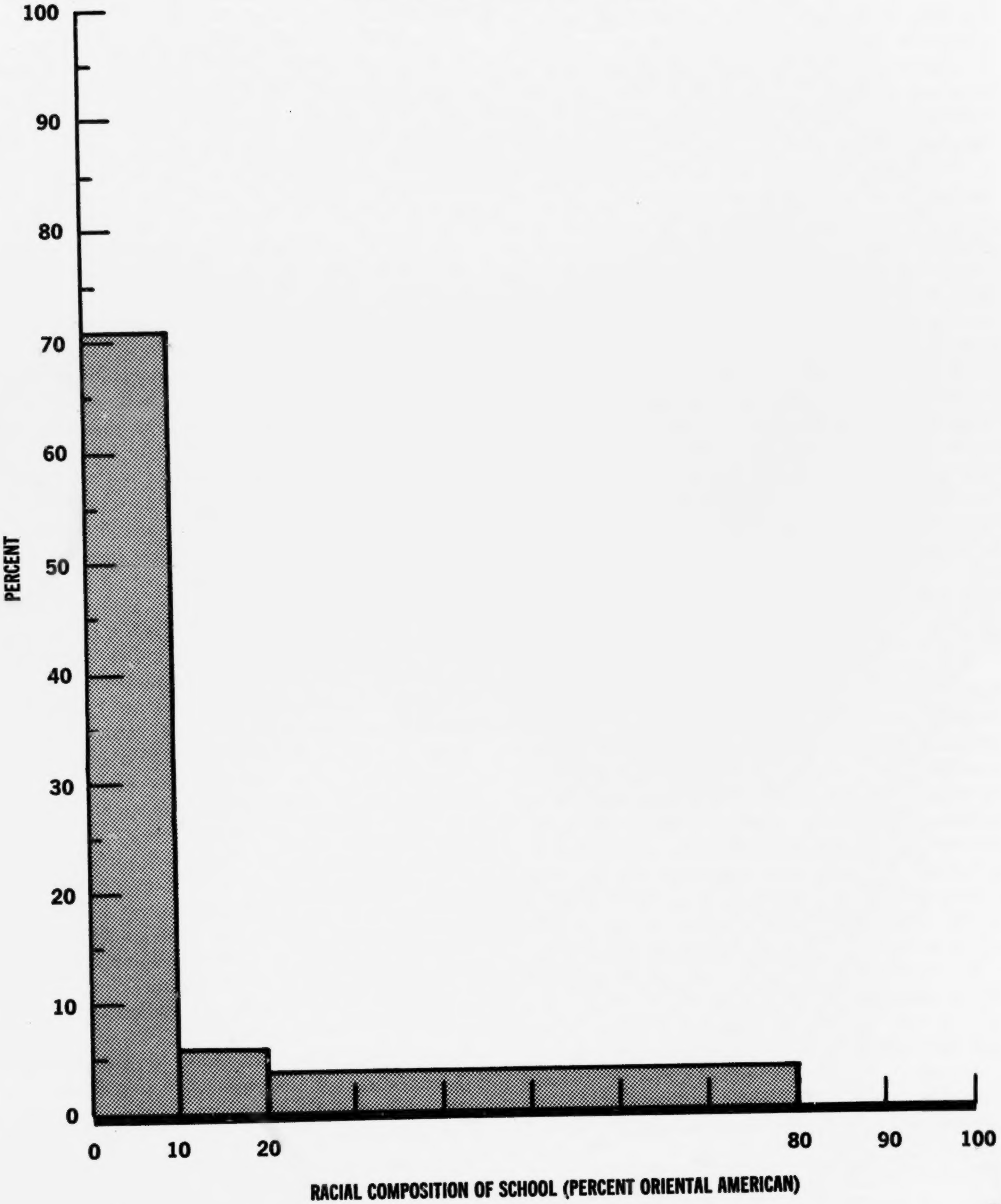


FIGURE 2.14.28

ORIENTAL AMERICAN PUPILS—ALL REGIONS
GRADE 12

PERCENT OF ORIENTAL AMERICAN STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION



2.15 Misclassification of minorities

Children were classified by race and ethnicity on the basis of their responses to questionnaire items. Because of response error, some misclassification arose. This misclassification was probably least serious at grades 1 and 12, for at grade 1 the teacher completed the questionnaire, and at grade 12, the students were less likely to make a response error. It was probably greatest at grade 6, which was the first grade at which the child himself both read the questions and checked the responses.

This misclassification is least serious for Negroes and whites, for the error responses constitute only a small fraction of the total for each of these groups, and also because a child was classified as Negro or white only if he did not check that he was Puerto Rican or Mexican-American on the question referring to ethnicity. It is probably greatest for Puerto Ricans and Mexican-Americans. The anonymity of the pupil data made it impossible to check or eliminate incorrectly classified individuals. As a consequence, the data in section 2 for Puerto Ricans, Mexican-Americans, and Indian Americans for elementary schools should be interpreted with caution, as should the results for these groups for grades 3 and 6 in sections 3.1 and 3.2.

2.2 School facilities, services, and curriculums

This section examines school facilities, services, and programs by comparing the availability of these various facilities and services for different minority groups, and for different parts of the country. No attempt is made to evaluate the significance of any of the differences found in this section. It merely presents the information derived from the questionnaires completed by principals and teachers regarding the facilities, special services, curriculums, programs for exceptional children, pupil evaluation methods, and extracurricular activities available in their schools.

Each school characteristic will be found in each of four tables, two of them dealing with elementary schools and two with secondary. In each case, one table deals with the availability of a characteristic to the various racial and ethnic groups and the other table deals with the availability to Negroes and whites in different regions of the country.

In examining the availability of school facilities as reported in the tables and text of this section, it is important to keep two points in mind, in addition to those discussed in section 2.1. The first is that not all facilities are equally relevant to learning, nor are they relevant in the same way to learning. A science laboratory performs a different function than does a school psychologist. Thus, there can be no overall summing up, to give a total measure of the differences in schools attended by the various groups under study. Particular clusters or areas of facilities can be viewed somewhat as a whole, but there can be no real comparisons between things in quite different areas—such as auditoriums and textbooks, for example. At the end of this section, an overall view of the differences that exist in several large areas of school functioning will be presented as a summary. Even to do this, certain facilities will be grouped which are quite different, and which should be examined separately for most purposes.

A consequence of the noncomparability of these items is that they cannot be put in a general order of importance. Different persons will have different orders, depending on their beliefs about what factors most affect learning. The order of discussion of items in the text follows closely the order of the tables, which use the same general groupings as used in other Office of Education publications.

The second point that must be kept in mind is that for some services, there should be no presumption that they ought to be equally available. Certain services, such as free lunches and free milk, are services specifically provided for children from low-income families. Such items are presented simply to show the level of availability of such services to different groups, with no possibility of assessing equality or inequality by the existence or absence of differences.

The geographic designations used in the tables are explained in section 2.1. The abbreviations of racial groups are slightly different. The term "whites in the same county" uses six symbols defined as follows: whites in the same county as Negroes, W(N); as Mexican Americans, W(M); as Puerto Ricans, W(PR); as Indian Americans, W(AI); as Oriental Americans, W(OR); and as other races, W(OT). An explanation of the meaning of this statistic is given in section 2.12. The tables designate the questionnaire item which supplied the data using the letters P for principal, T for teacher, and U for pupil or student; thus P-11 refers to the 11th item on the school principal's questionnaire. In all the tables to follow, zero as a percentage means less than one-half of 1 percent.

2.21 *School buildings, facilities, and equipment*

Tables 2.21.1, .2, .3, and .4 refer to the questions and special measures from the principal's questionnaire about the physical characteristics of the classrooms. In studying these four tables the major differences between Negroes and whites can most easily be seen in the geographical groupings of tables 2.21.2 and 2.21.4. The other two tables are primarily useful for nationwide comparisons of the non-Negro minorities with Negroes and whites.

Observing the nationwide averages first it appears that school children of all groups differ relatively little in the physical school facilities available. In elementary schools (table 2.21.1) they all have about the same: number of pupils per instruction room and teacher; number of makeshift instruction rooms; and percentage of students in schools with an old building. The largest difference from either the national norms or from whites in the same locality appears for Puerto Rican children in buildings over 40 years old where it can be seen that 24 percent of them are in such buildings whereas only 16 percent of white children in the same counties as Puerto Rican children are in such buildings.

Turning to table 2.21.3, it can be seen that the situation is similar with small differences generally prevailing. The largest exceptions are that Puerto Rican and Oriental children are seen to be in older school buildings. Another significant difference can be seen in number of pupils per room and pupils per teacher for Negro children but this can best be examined in the regional tables to which we now turn.

On the national level it appears in table 2.21.1 that there is no difference between Negroes and whites regarding the number of improvised or makeshift rooms in the schools attended by elementary school pupils, the elementary schools having an average of only one such improvised room per school building. However, on the regional level (table 2.21.2) we find some differences. For example, in the metropolitan regions (except South and West) the Negro students attend elementary schools which have on the average one makeshift room while the white students of the region have no such rooms. The largest number is found in the secondary schools

Table 2.21.1.—Characteristics of *elementary* [1] school plants attended by minority and white pupils, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Average number of instruction rooms per building [2]	P–11	20	19	23	20	18	17	25	21	20	19	19	18	20	19
Average number of improvised or makeshift instruction rooms per building	P–12	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Percent of students in school plants of specified age:															
Less than 20 years	P–10	61	60	63	62	59	58	57	57	66	66	61	62	65	63
20–39 years		20	20	17	23	18	20	18	26	20	21	20	22	16	19
40 years or more		18	18	18	14	22	20	24	16	13	11	18	15	17	17
Average number of pupils per:															
Instruction room [2]	SM–1*	30	29	32	31	33	33	31	30	30	29	33	32	33	33
Teacher	SM–2*	29	28	29	29	30	29	30	29	30	30	28	28	29	29
Average total enrollment in school	P–40	491	485	547	500	463	450	520	494	475	470	498	484	496	488

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[1] In all of the tables in Section 2, the values for "elementary" school pupils are based on data for sixth grade pupils.

[2] Includes regular classrooms designed or remodeled for class instruction, laboratories and shops; excludes improvised or makeshift classrooms and general use facilities.

*See app. 9.42 for explanation.

Table 2.21.2.—Characteristics of *elementary* school plants attended by Negro and white pupils, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Average number of instruction rooms per building	P–11	23	20	19	15	16	15	20	18	18	13	18	15
Average number of improvised or makeshift instruction rooms per building	P–12	1	1	1	2	2	1	1	1	1	0	0	0
Percent of students in school plants of specified age	P–10												
Less than 20 years		63	62	60	48	47	54	72	42	34	73	58	40
20 to 39 years		17	23	20	35	37	13	21	34	43	17	20	28
40 years or more		18	14	18	17	16	32	4	21	20	9	17	29
Average number of pupils per:													
Instruction room [1]	SM–1*	32	31	29	25	25	28	34	30	26	21	23	31
Teacher	SM–2*	29	29	28	26	27	25	32	27	27	23	24	26
Average total enrollment in school	P–40	547	500	485	384	336	371	465	405	414	281	418	371

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Average number of instruction rooms per building	P–11	30	23	25	26	19	18	25	21	19	18	20	26	21	19	20
Average number of improvised or makeshift instruction rooms per building	P–12	1	1	0	1	0	0	2	2	2	1	0	0	0	0	0
Percent of students in school plants of specified age	P–10															
Less than 20 years		31	40	59	28	66	63	77	74	75	52	84	89	76	80	80
20 to 39 years		23	31	23	18	15	18	11	18	20	27	16	10	14	13	9
40 years or more		43	27	18	53	18	18	12	8	4	21	1	1	7	6	7
Average number of pupils per:																
Instruction room [1]	SM–1*	33	34	30	34	31	30	30	31	31	39	29	26	37	37	31
Teacher	SM–2*	27	27	26	29	29	28	28	29	30	30	41	42	30	32	31
Average total enrollment in school	P–40	640	600	587	643	560	555	599	541	524	544	474	528	600	565	560

[1] Includes regular classrooms designed or remodeled for class instruction, laboratories, and shops; excludes improvised or makeshift classrooms and general use facilities.

*See app. 9.42 for explanation.

of the metropolitan South where the average Negro student attends a school with an average of four substandard rooms. (table 2.21.4)

In the secondary schools of the metropolitan Midwest it is observed that the average number of pupils per instruction room is higher (54) than any other region in the country; observing the age of the schools attended by these pupils, one finds that two-thirds (29 percent plus 38 percent) of them are in schools more than 20 years old. The highest proportion with respect to age of building is for secondary pupils in the metropolitan Northeast where 81 percent are in buildings over 20 years old. Other observations on these tables can be found in sections 1.2, 2.5, 2.6, and 2.7.

Special rooms.—Tables 2.21.5 and .6 summarize information obtained from the principal's questionnaire about such elementary school facilities

Table 2.21.3.—Characteristics of *secondary*[1] school plants attended by minority and white pupils, for the United States, fall 1965

[Note.—SM-1 and SM-2 are average values for pupils of the specified groups]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Average number of instruction rooms per building[2]	P–11	41	41	41	45	40	40	55	56	42	43	60	54	50	50
Average number of improvised or makeshift instruction rooms per building	P–12	1	1	2	2	1	1	1	1	1	1	1	0	1	1
Percent of students in school plants of specified age:	P–10														
Less than 20 years		54	53	60	50	48	51	40	50	49	52	41	63	54	57
20 to 39 years		29	29	26	36	40	39	31	39	35	33	32	26	29	29
40 years or more		17	18	12	13	11	10	28	10	15	14	26	11	16	13
Average number of pupils per:															
Instruction room[2]	SM–1*	31	31	34	31	32	31	33	33	29	29	32	32	31	30
Teacher	SM–2*	23	22	26	24	23	22	22	22	23	22	24	24	23	23
Average total enrollment in school	P–40	545	541	574	553	520	515	619	595	536	546	625	624	616	602

[1] In all of the tables in Section 2, the values for "secondary" school pupils are based on data for 12th grade pupils.

[2] Includes regular classrooms designed or remodeled for class instruction, laboratories, and shops: excludes improvised or makeshift classrooms and general use facilities.

*See app. 9.42 for explanation.

as auditoriums, gymnasiums, and infirmaries. The information in the tables which is not self-explanatory is described either in section 1.2 or in what follows.

Special Measure 4 is a combined average measure of the proportion of auditoriums, cafeterias, gymnasiums, and athletic fields; it shows the Negro proportion to be lowest at 31 percent while that for the whites in the same county as Negroes is 37 percent. For this measure, the differences for the other races are not as pronounced as they are for the Negroes but the whites have slightly more in every case. The whites in the same county as Puerto Ricans, W(PR), attend elementary schools which have more of every facility than the national average. The Puerto Rican children have almost equal facilities to whites in same counties. From the regional table (2.21.6) one can see that elementary school whites generally have more of these facilities than Negroes with the largest differences occurring in the nonmetropolitan South.

Table 2.21.7 shows that the average white secondary school pupil generally has small advantages over minority pupils and sometimes large advantages. The largest are over Puerto Rican pupils, particularly with regard to shops with power tools, biology and chemical laboratories, language laboratories, and athletic fields.

The Negro-white differences found at the elementary level are seen in table 2.21.8 to be much more prevalent at the secondary level. In every case, the Negro has the item less often than the white in the same county. The greatest difference, nationwide, exists for physics laboratories. Eighty percent of secondary school Negro students attend schools which have physics laboratories as compared with 94 percent of the white students. This difference is most pronounced in the nonmetropolitan South and Southwest and the metropolitan South where 13 to 18 percent more white pupils in the same county as Negro pupils attend schools with physics laboratories.

Special Measure 5, Science Laboratory Facilities, is a combined measure of the proportion of biology, chemistry, and physics laboratories contained in the school. Negro and Puerto Rican children attend schools which have 89 and 87 percent, respectively, of possible laboratories compared to 94 percent for white children. The other races show little difference on this measure;

Table 2.21.4.—Characteristics of *secondary* school plants attended by Negro and white pupils, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Average number of instruction rooms per building [1]	P–11	41	45	41	23	23	25	26	26	28	21	35	26
Average number of improvised or makeshift instruction rooms per building	P–12	2	2	1	0	0	1	1	2	1	0	0	0
Percent of students in school plants of specified age:	P–10												
Less than 20 years		60	50	53	64	65	35	79	47	52	76	65	44
20 to 39 years		26	36	29	15	13	26	13	37	33	22	21	46
40 years or over		12	13	18	21	22	38	3	15	15	3	12	10
Average number of pupils per:													
Instruction room [1]	SM–1*	34	31	31	27	27	30	35	27	28	22	23	20
Teacher	SM–2*	26	24	22	20	20	20	30	26	25	20	20	21
Average total enrollment in school	P–40	574	553	541	421	429	421	589	529	593	435	304	351

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Average number of instruction rooms per building [1]	P–11	61	60	58	39	40	47	42	53	41	41	25	25	61	64	59
Average number of improvised or makeshift instruction rooms per building	P–12	0	1	1	3	2	1	4	2	2	1	1	1	1	0	1
Percent of students in school plants of specified age	P–10															
Less than 20 years		18	47	64	33	38	43	74	55	84	76	31	43	53	55	79
20 to 39 years		41	27	20	38	27	37	18	40	14	16	68	56	46	45	19
40 years or over		40	27	15	29	36	20	3	0	0	6	1	1	2	1	3
Average number of pupils per:																
Instruction room [1]	SM–1*	35	32	28	54	41	33	30	33	34	28	41	42	31	30	30
Teacher	SM–2*	24	22	20	25	25	24	26	24	25	25	26	26	23	24	23
Average total enrollment in school	P–40	604	657	673	708	619	573	672	788	843	530	672	521	428	428	447

[1] Includes regular classrooms designed or remodeled for class instruction, laboratories, and shops: excludes improvised or makeshift classrooms and general use facilities.

*See app. 9.42 for explanation.

the regions where the differences are largest between Negroes and whites are the nonmetropolitan and metropolitan South and the nonmetropolitan Southwest.

It is worth noting that in some cases the largest disparities are between the metropolitan and nonmetropolitan regions. The foreign language laboratories with sound equipment are a case in point; the Negro children who have distinctly fewer than white children in the metropolitan regions (Northeast and South) still have more than the best (Southwest) in the nonmetropolitan regions.

Libraries.—Centralized school libraries are available to almost all (96 percent) of the secondary school children in the country but to only 72 percent of the elementary school children. In the nonmetropolitan regions, elementary schools attended by Negroes less often have a centralized

Table 2.21.5.—Percent of minority and white pupils in *elementary* schools with selected special facilities, for the United States, fall 1965

Type of facility (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Auditorium (solely)	P-13(c)	20	19	27	26	20	19	31	27	18	18	21	18	25	22
Cafeteria (solely)	P-13(d)	37	37	38	40	39	39	43	44	38	35	30	29	33	33
Gymnasium (solely)	P-13(e)	20	21	15	18	19	20	27	28	20	20	14	14	17	19
Kitchen for preparing hot meals [1]	P-13(r)	85	86	85	91	81	83	85	89	89	88	92	92	81	86
Infirmary or health room	P-25	67	68	71	72	59	63	62	68	64	69	77	80	70	72
Special rooms [2]	SM-4*	37	38	31	37	35	37	35	40	37	38	34	35	34	37

[1] Includes schools where hot lunches are brought to the school.

[2] A combined measure of the special rooms and athletic fields including combinations such as gymnasium-auditorium, cafeteria-gymnasium, etc., that are contained in the school.

*See app. 9.42 for explanation.

Table 2.21.6.—Percent of white and Negro pupils in *elementary* schools with selected special facilities, for metropolitan and nonmetropolitan areas, by region, fall 1965

Type of facility	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Auditorium (solely)	P-13(c)	27	26	19	3	4	5	16	42	40	14	19	19
Cafeteria (solely)	P-13(d)	38	40	37	41	43	33	46	67	64	47	52	54
Gymnasium (solely)	P-13(e)	15	18	21	9	17	8	15	36	31	15	27	21
Kitchen for preparing hot meals [1]	P-13(r)	85	91	86	86	79	84	91	97	96	96	98	81
Infirmary or health room	P-25	71	72	68	52	63	52	49	51	44	38	63	39
Special rooms [2]	SM-4*	31	37	38	35	38	35	32	52	48	33	42	40

Type of facility	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Auditorium (solely)	P-13(c)	56	48	40	27	10	10	20	23	21	11	3	1	47	17	12
Cafeteria (solely)	P-13(d)	41	47	45	24	16	22	34	41	32	48	45	38	34	6	14
Gymnasium (solely)	P-13(e)	46	41	49	36	18	19	6	5	5	13	19	17	0	0	8
Kitchen for preparing hot meals.[1]	P-13(r)	61	73	82	57	68	71	93	99	100	98	85	84	90	95	92
Infirmary or health room	P-25	74	81	90	74	80	79	81	74	76	59	30	48	93	99	96
Special rooms [2]	SM-4*	35	40	47	35	33	36	26	31	31	30	30	31	31	29	34

[1] Includes schools where hot lunches are brought to the school.

[2] A combined measure of the special rooms and athletic fields including combinations such as gymnasium-auditorium, cafeteria-gymnasium, etc., that are contained in the school.

*See app. 9.42 for explanation.

Table 2.21.7.—Percent of minority and white pupils in *secondary* schools with selected special facilities, for the United States, fall 1965

Type of facility	Question number	All	W	N	W(N)	M	W(M)	PR	W(PR)	AI	W(AI)	OR	W(OR)	OT	W(OT)
Auditorium (solely)	P-13(c)	47	46	49	60	57	50	68	64	49	56	66	45	58	54
Cafeteria (solely)	P-13(d)	67	65	72	83	72	72	80	72	74	73	81	71	75	74
Gymnasium (solely)	P-13(e)	73	74	64	79	78	80	88	91	70	77	83	76	82	81
Shop with power tools	P-13(j)	95	96	89	95	96	98	88	97	96	98	98	98	95	98
Space and equipment available for laboratory work in biology	P-13(k)	94	94	93	95	95	95	84	92	96	96	96	96	92	94
Space and equipment available for laboratory work in chemistry	P-13(l)	97	98	94	98	96	97	94	96	99	99	99	100	96	98
Space and equipment available for laboratory work in physics	P-13(m)	92	94	80	90	90	92	83	94	90	93	97	97	91	93
Foreign language laboratory with sound equipment	P-13(n)	55	56	49	58	57	57	45	68	58	64	75	67	61	62
Typing classroom (solely)	P-13(o)	90	91	88	93	90	92	94	96	92	93	95	96	94	95
Baseball or football field [1]	P-13(p)	97	98	89	99	97	99	69	93	96	98	94	96	96	98
Kitchen for preparing hot meals [2]	P-13(r)	94	93	97	98	94	95	93	96	94	93	99	99	93	93
Infirmary or health room	P-25	74	75	70	76	65	68	77	85	77	79	69	75	72	74
Special rooms	SM-4*	60	60	58	70	65	63	62	64	63	65	69	60	66	64
Science laboratory facilities	SM-5*	94	94	89	94	93	94	87	94	94	95	96	97	92	94

[1] Includes those on school property, communitywide facilities, and those on another school's property.

[2] Includes schools where hot lunches are brought to the school.

*See app. 9.42 for explanation.

library, but in the metropolitan South and Southwest the reverse is true. However, the availability of libraries—both school and public—is least in the metropolitan Southwest.

Although figures on the number of library books without reference to enrollment are of limited value because differences may result partly from differences in school size, they do indicate the size and, to some degree, the scope of collections available to the various ethnic groups. Naturally, there are more books in school libraries at the secondary level than in those at the elementary level; the corresponding national average numbers being about 6,900 and 3,000. Nationally, only Puerto Ricans and Orientals appear to be in schools with particularly large libraries.

Another measure of school libraries is the average number of volumes per student. (In computing this average the schools which lacked libraries were included, and were counted as having zero volumes.) At the elementary level the Negro and white children in the same counties are in schools which have 3.8 and 5.0 books per student, respectively, while at the secondary level the comparable figures are 4.6 and 5.5 books per student. Puerto Rican secondary pupils differ most from white pupils in the same county with 6.2 books per student as compared with 4.9 for comparable white students. This is probably a result of their being concentrated in central cities of large metropolitan areas.

Libraries are of somewhat less value without a full-time librarian and of considerably less value without any librarian at all. Elementary school minority students are somewhat more often than white students in schools with a full-time librarian; Mexican Americans are more often in schools that have no librarian at all. For secondary schools, the differences between white and minority groups are small, but the differences between metropolitan and nonmetropolitan areas are not. The metropolitan areas (except the Southwest) have an advantage ranging from 26 to 44 percent.

Table 2.21.8.—Percent of white and Negro pupils in *secondary* schools with selected special facilities, for metropolitan and nonmetropolitan areas, by region, fall 1965

Type of facility	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Auditorium (solely)	P-13(c)	49	60	46	32	31	27	21	43	36	56	84	68
Cafeteria (solely)	P-13(d)	72	83	65	55	58	41	65	83	78	78	94	97
Gymnasium (solely)	P-13(e)	64	79	74	51	52	52	38	66	63	71	90	71
Shop with power tools	P-13(j)	89	95	96	97	96	96	85	92	90	88	93	91
Space and equipment available for laboratory work in biology	P-13(k)	93	95	94	99	97	87	85	89	88	93	94	96
Space and equipment available for laboratory work in chemistry	P-13(l)	94	98	98	98	96	97	85	94	91	92	93	95
Space and equipment available for laboratory work in physics	P-13(m)	80	90	94	80	80	90	63	81	83	74	87	93
Foreign language laboratory with sound equipment	P-13(n)	49	58	56	32	36	24	17	22	32	38	36	19
Typing classroom (solely)	P-13(o)	88	93	91	89	91	77	70	80	92	81	88	65
Baseball or football field [1]	P-13(p)	89	99	98	96	95	98	89	99	98	97	97	98
Kitchen for preparing hot meals [2]	P-13(r)	97	98	93	92	92	79	96	96	94	98	99	99
Infirmary or health room	P-25	70	76	75	47	49	56	53	51	45	23	67	47
Special rooms	SM-4*	58	70	60	48	47	44	45	63	57	52	74	69
Science laboratory facilities	SM-5*	89	94	94	92	92	91	78	88	86	85	91	94

Type of facility	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Auditorium (solely)	P-13(c)	77	82	72	51	56	44	49	68	40	67	65	57	72	57	45
Cafeteria (solely)	P-13(d)	88	81	73	55	67	54	77	93	97	75	69	63	77	91	79
Gymnasium (solely)	P-13(e)	90	93	90	75	78	76	52	78	80	70	76	77	99	99	95
Shop with power tools	P-13(j)	67	95	97	99	100	100	89	91	90	92	100	97	100	100	100
Space and equipment available for laboratory work in biology	P-13(k)	83	94	94	100	94	99	95	97	100	100	100	97	100	100	100
Space and equipment available for laboratory work in chemistry	P-13(l)	99	99	99	100	100	100	94	100	100	100	100	97	100	100	100
Space and equipment available for laboratory work in physics	P-13(m)	92	97	99	94	98	96	83	96	100	96	100	97	76	76	100
Foreign language laboratory with sound equipment	P-13(n)	47	80	79	68	48	57	48	65	72	69	90	97	95	94	80
Typing classroom (solely)	P-13(o)	94	99	93	100	98	96	89	96	99	92	96	97	100	100	100
Baseball or football field [1]	P-13(p)	75	92	95	77	100	100	92	100	100	94	99	99	100	100	100
Kitchen for preparing hot meals [2]	P-13(r)	99	100	100	88	96	96	100	100	100	100	100	100	99	97	92
Infirmary or health room	P-25	96	99	99	70	81	83	83	86	83	74	80	85	71	80	87
Special rooms	SM-4*	67	73	67	59	68	58	57	77	71	70	76	72	75	69	65
Science laboratory facilities	SM-5*	91	95	97	97	96	97	91	97	99	98	99	96	91	91	99

[1] Includes those on school property, communitywide facilities, and those on another school's property.

[2] Includes schools where hot lunches are brought to the school.

*See app. 9.42 for explanation.

Table 2.21.9.—Library services and textbooks available to minority and white pupils in *elementary* schools, for the United States, fall 1965

[NOTE.—Number of volumes and volumes per pupil (SM-6 and SM-7) are average values for pupils of the specified groups. Otherwise each figure is the percent of pupils in the given group for whom the item in the stub is available]

Item	Question number (1)	All (2)	W (3)	N (4)	W(N) (5)	M (6)	W(M) (7)	PR (8)	W(PR) (9)	AI (10)	W(AI) (11)	OR (12)	W(OR) (13)	OT (14)	W(OT) (15)
LIBRARY SERVICES															
Public library with at least 5,000 books in walking distance of school	P-74	43	41	51	38	42	38	52	44	40	40	59	54	49	43
School has a centralized school library	P-13a	72	72	73	78	69	75	71	76	72	70	83	84	75	79
Number of librarians serving school library:	P-36														
None		36	36	36	31	40	40	30	30	37	38	23	24	34	34
1 part-time		39	40	33	43	35	39	37	39	39	43	53	54	39	43
1 or more full-time		24	22	30	26	22	19	31	29	22	17	24	22	26	23
School has at least 3 sound-equipped movie projectors	P-13q	18	17	23	20	16	14	19	17	18	14	15	17	19	18
Average number of volumes in school library	SM-6*	3, 037	3, 012	3, 183	3, 199	2, 988	2, 852	3, 006	3, 279	2, 960	2, 823	3, 500	3, 375	3, 090	3, 060
Average number of volumes in school library per pupil	SM-7*	4. 98	5. 20	3. 76	5. 02	5. 40	5. 77	3. 95	4. 93	4. 74	4. 75	6. 58	6. 45	4. 49	5. 04
TEXTBOOKS															
School has free textbooks	P-16	77	75	84	86	80	81	82	83	80	81	85	86	85	84
School has sufficient number of textbooks	P-20	93	96	84	94	90	94	87	94	91	93	93	95	90	95
Recency of the school's textbooks:	P-17														
No texts furnished		3	3	4	2	2	2	3	2	5	3	3	2	2	2
Texts under 4 years old		62	61	67	68	66	68	68	68	60	60	52	59	70	68
Texts 4 or more years old		34	35	29	29	31	30	29	30	35	37	45	39	27	30

*See app. 9.42 for explanation.

Table 2.21.10.—Library services available to Negro and white pupils in *elementary* schools, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—Number of volumes and volumes per pupil (SM-6 and SM-7) are average values for pupils of the specified groups. Otherwise each figure is the percent of pupils in the given group for whom the item in the stub is available]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Public library with at least 5,000 books in walking distance of school	P-74	51	38	41	37	36	40	34	32	33	51	39	29
School has a centralized school library	P-13	73	78	72	44	47	58	74	79	77	48	70	75
Number of librarians serving school library:	P-36												
None		36	31	36	70	65	47	27	23	21	60	33	46
1 part-time		33	43	40	26	28	39	41	54	57	35	61	44
1 or more full-time		30	26	22	4	7	13	32	23	22	5	6	11
School has at least 3 sound-equipped movie projectors	P-13q	23	20	17	7	11	19	11	8	6	4	2	3
Number of volumes in school library	SM-6*	3, 183	3, 199	3, 012	1, 267	1, 546	2, 233	2, 183	2, 548	2, 560	670	2, 200	1, 987
Volumes per student in school library	SM-7*	3. 76	5. 02	5. 20	1. 81	2. 57	5. 44	3. 27	5. 66	5. 60	6. 13	4. 37	7. 31

Item	Question number	Metropolitan														
		Northeast			[illegible]st			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Public library with at least 5,000 books in walking distance of school	P-74	71	64	62	82	43	42	34	18	20	33	11	14	77	67	48
School has a centralized school library	P-13	83	95	89	57	75	70	79	70	69	59	36	33	81	98	95
Number of librarians serving school library:	P-36															
None		34	33	22	46	43	46	40	33	36	40	53	53	23	17	27
1 part-time		19	33	34	30	41	39	22	27	15	47	28	20	57	69	60
1 or more full-time		46	34	43	22	15	15	38	40	50	11	5	12	19	14	13
School has at least 3 sound-equipped movie projectors	P-13q	25	27	30	45	22	15	31	36	26	36	2	13	14	8	12
Number of volumes in school library	SM-6*	2, 990	3, 794	4, 012	2, 684	2, 670	2, 796	3, 072	2, 682	3, 015	3, 005	2, 095	2, 602	6, 099	4, 820	4, 487
Volumes per student in school library	SM-7*	3. 02	5. 33	4. 65	2. 39	4. 00	5. 03	3. 34	4. 16	4. 50	2. 95	2. 26	2. 28	6. 58	7. 57	7. 27

*See app. 9.42 for explanation.

Table 2.21.11.—Percent of Negro and white pupils in *elementary* schools with available textbooks, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
School has free textbooks	P–16	84	86	75	73	73	56	70	71	73	99	97	98
School has sufficient number of textbooks	P–20	84	94	96	97	98	99	76	90	94	97	96	96
Age of school's textbooks:	P–17												
No texts furnished		4	2	3	6	2	4	11	6	10	0	1	1
Texts under 4 years old		67	68	61	66	61	51	60	63	60	47	67	85
Texts 4 or more years old		29	29	35	29	37	45	29	29	28	52	31	15

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(5)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
School has free textbooks	P–16	100	100	98	72	65	54	84	91	82	83	65	65	98	100	100
School has sufficient number of textbooks	P–20	90	97	97	97	99	99	74	95	98	82	85	84	95	91	90
Age of school's textbooks:	P–17															
No texts furnished		2	1	2	3	2	2	2	1	0	0	2	0	0	1	1
Texts under 4 years old		57	47	56	67	59	59	71	84	91	76	64	53	77	68	77
Texts 4 or more years old		41	52	42	30	39	39	27	13	9	18	34	47	21	31	22

A public library is also a relevant resource to the child as a supplement to his school library. Compared with whites in the same county, all minority pupils in both elementary and secondary schools are more often found to attend schools within walking distance of a public library. This relationship is a little more marked (*a*) for elementary than for secondary pupils, (*b*) for metropolitan than for nonmetropolitan areas, and (*c*) for Puerto Ricans, Negroes, and Orientals than for other groups. This condition probably arises from the fact that these minorities often live in the central cities with high population density. In the metropolitan areas of the Midwest, for example, public libraries are accessible to 82 and 90 percent of the Negro elementary and secondary students, respectively, while the corresponding figures for the white students in the same county as the Negroes are 43 and 55 percent. The patterns are in the same general direction for the other minority groups. They, too, may reflect the concentration of these groups in the central cities.

Textbooks.—In the country as a whole, free textbooks are available at the elementary level (tables 2.21.9 and 11) almost equally to students of all races and to Negro students in almost all regions. At the secondary level, a higher percentage of Negro students attend schools with free textbooks than is true for whites in the same country. This difference is most pronounced in some certain metropolitan areas.

Availability of textbooks does show differences by race. At the elementary level, all of the minority groups attend schools with a greater lack of texts than whites in the same county. Only 84 percent of the Negro elementary pupils attend schools having enough texts, compared to 94 percent of the white pupils in the same counties. The gap is most noticeable in the metropolitan and nonmetropolitan South, and to a lesser degree in the metropolitan Northeast.

At the secondary level, Negroes and the whites in the same county are least likely to be in schools with sufficient texts. This handicap stems largely

Table 2.21.12.—Library services and textbooks available to minority and white pupils in *secondary* schools, for the United States, fall 1965

[NOTE.—Number of volumes and volumes per pupil (SM-6 and SM-7) are average values for pupils of the specified groups. Otherwise each figure is the percent of pupils in the given group for whom the item in the stub is available]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
LIBRARY SERVICES															
Public library with at least 5,000 books in walking distance of school	P–74	59	59	61	63	55	54	77	76	55	56	86	71	64	63
School has a centralized school library	P–13a	96	96	97	98	97	97	97	97	97	96	99	99	98	98
Number of librarians serving school library:	P–36														
None		3	3	3	1	1	1	2	2	3	3	1	0	1	1
1 part time		14	14	10	11	14	14	5	6	12	11	1	1	6	8
1 or more full time		84	83	87	88	84	85	93	92	85	85	98	99	93	92
School has at least 3 sound-equipped movie projectors	P–13q	66	67	56	66	65	66	78	81	77	78	89	88	75	77
Average number of volumes in school library	SM–6*	6, 887	6, 790	6, 937	7, 432	7, 418	7, 422	8, 879	8, 893	6, 915	7, 258	9, 479	8, 800	8, 209	8, 222
Average number of volumes in school library per pupil	SM–7*	5. 68	5. 77	4. 59	5. 48	8. 06	8. 25	6. 24	4. 90	6. 37	5. 98	5. 66	5. 38	5. 56	5. 75
TEXTBOOKS															
School has free textbooks	P–16	64	62	70	60	74	73	79	76	78	75	88	88	66	66
School has sufficient number of textbooks	P–20	93	95	85	86	92	93	89	95	90	89	96	91	94	94
Age of the school's textbooks:	P–17														
No texts furnished		9	9	8	14	8	9	9	11	9	9	3	3	9	10
Texts under 4 years old		62	62	61	63	58	56	68	65	65	63	55	59	60	57
Texts 4 or more years old		29	28	27	24	34	36	17	24	27	29	43	38	31	33
Copyright date of biology textbooks:	P–19														
Biology not taught		2	2	0	3	3	4	9	5	13	2	1	1	1	2
Under 4 years old		82	82	82	85	86	85	75	83	79	80	83	89	86	86
4 or more years old		15	15	13	10	11	11	16	12	17	17	16	11	12	12

*See app. 9.42 for explanation.

Table 2.21.13.—Library services available to Negro and white pupils in *secondary* schools, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—Number of volumes and volumes per pupil (SM-6 and SM-7) are average values for pupils of the specified groups. Otherwise each figure is the percent of pupils in the given group for whom the item in the stub is available]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Public library with at least 5,000 books in walking distance of school	P-74	61	53	59	52	50	65	44	32	45	57	58	41
School has a centralized school library	P-13a	97	98	96	89	89	91	94	94	93	92	94	97
Number of librarians serving school library:	P-36												
None		3	1	3	8	7	10	3	1	0	8	6	4
1 part time		10	11	14	39	41	31	29	32	24	25	20	35
1 or more full time		87	88	83	53	53	58	69	67	76	67	74	61
School has at least 3 sound-equipped movie projectors	P-13q	56	66	67	46	48	57	20	32	35	4	46	28
Average number of volumes in school library	SM-6*	6, 937	7, 432	6, 790	3, 785	3, 730	5, 060	3, 387	4, 014	4, 491	4, 237	8, 067	6, 498
Average number of volumes in school library per pupil	SM-7*	4. 59	5. 48	5. 77	4. 45	4. 27	6. 32	3. 96	6. 32	6. 11	8. 09	10. 13	14. 81

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Public library with at least 5,000 books in walking distance of school	P-74	85	78	68	90	55	75	41	44	32	44	14	18	94	90	67
School has a centralized school library	P-13a	100	99	99	100	100	100	96	100	100	100	90	85	100	100	100
Number of librarians serving school library:	P-36															
None		3	1	2	0	0	2	4	0	0	5	0	3	0	0	0
1 part time		0	0	0	1	0	5	0	1	1	24	34	35	0	0	1
1 or more full time		97	99	99	99	100	94	96	99	99	71	66	63	100	100	99
School has at least 3 sound-equipped movie projectors	P-13q	93	74	79	68	63	77	52	77	57	69	79	79	100	100	99
Average number of volumes in school library	SM-6*	8, 299	8, 763	8, 318	8, 666	6, 553	8, 057	7, 059	8, 883	7, 651	7, 734	3, 499	3, 491	11, 599	11, 590	10, 214
Average number of volumes in school library per pupil	SM-7*	3. 79	4. 74	5. 29	3. 45	3. 71	4. 82	4. 53	5. 54	5. 73	5. 56	4. 47	3. 73	6. 50	5. 94	6. 27

*See app. 9.42 for explanation.

Table 2.21.14.—Percent of Negro and white pupils in *secondary* schools with available textbooks, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
	(1)	N (2)	W(N) (3)	W (4)	N (5)	W(N) (6)	W (7)	N (8)	W(N) (9)	W (10)	N (11)	W(N) (12)	W (13)
School has free textbooks	P–16	70	60	62	42	42	53	51	51	43	94	91	92
School has sufficient number of textbooks	P–20	85	86	95	99	94	99	79	88	91	97	100	100
Age of school's textbooks:	P–17												
No texts furnished		8	14	9	0	1	1	8	9	25	0	0	1
Texts under 4 years old		61	63	62	77	76	56	64	70	54	73	67	66
Text 4 or more years old		27	24	28	23	24	43	28	21	22	25	33	34
Copyright date of biology textbooks:	P–19												
Biology not taught		0	3	2	0	1	1	0	0	0	3	6	4
Text under 4 years old		82	85	82	73	70	64	67	78	77	90	81	87
Text 4 or more years old		13	10	15	26	27	34	27	21	22	3	11	8

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
	(1)	N (14)	W(N) (15)	W (16)	N (17)	W(N) (18)	W (19)	N (20)	W(N) (21)	W (22)	N (23)	W(N) (24)	W (25)	N (26)	W(N) (27)	W (28)
School has free textbooks	P–16	98	96	91	67	48	39	58	33	34	98	100	97	99	99	86
School has sufficient number of textbooks	P–20	94	99	99	98	99	100	69	68	97	94	56	57	96	99	96
Age of school's textbooks:	P–17															
No texts furnished		1	1	8	14	21	20	17	31	4	1	4	0	0	0	2
Texts under 4 years old		55	53	59	51	73	67	56	63	65	99	85	82	59	37	67
Text 4 or more years old		42	47	34	35	6	13	19	6	31	0	11	17	40	62	30
Copyright date of biology textbooks:	P–19															
Biology not taught		1	5	3	0	6	1	0	3	0	0	11	17	0	0	0
Text under 4 years old		78	68	84	92	94	97	85	93	100	77	69	63	98	99	99
Text 4 or more years old		17	26	12	8	0	2	7	0	0	5	20	20	2	1	2

from both the metropolitan and nonmetropolitan South.

There seem to be no important differences nationally relative to the recency of text books used by minorities and the majority. This is true in both elementary and secondary schools. In the elementary schools the major regional differences occur in the nonmetropolitan Southwest and the metropolitan South. In secondary schools, the largest Negro disadvantage occurs in the Midwest.

Biology is taught in nearly all of the secondary schools in the country but in only relatively few elementary schools. Regionally, the nonmetropolitan areas are more disadvantaged with respect to the age of the texts used.

2.22 *Special school services*

The special school services discussed in this section also come from the questions in the principal's questionnaire. The data on these questions are presented in tables 2.22.1 through 2.22.4.

Free lunches and free milk.—Minority pupils generally receive free lunches and free milk somewhat more often than white pupils but perhaps not to the extent one might expect in view of their lower average economic status. Both elementary and secondary school Negroes in the nonmetropolitan South have considerably less access to these services than whites in the same counties, but in the metropolitan South the situation is reversed (except for free milk in secondary).

Attendance.—Attendance seems to be reasonably well demanded in schools attended by all groups except Negroes. In the South, however, there appears to be much less attention given school attendance, both in schools attended by Negroes and those attended by whites. In the nonmetropolitan South, a lower percent of Negroes are in schools with well-enforced laws. It should be noticed that although 82 percent of all white pupils were in elementary schools with a well-enforced attendance law, only 52 percent of them were in schools with an attendance officer; the corresponding figures for Negro pupils are 58 and 68 percent.

School nurse.—A higher percent of Negro pupils in the country, at both the elementary and secondary levels, attend schools where there is a full- or part-time nurse than do the whites in the same county. Elementary and secondary school Negroes have distinctly more access to a school nurse than whites in the metropolitan South and Southwest regions.

School pshychologist.—There are no noticeable differences in the Nation between the services of school psychologists available to the different races with the exception of the Puerto Ricans (low) and Oriental Americans (high) in elementary schools. On both the elementary and secondary school level the Negro students in the metropolitan Northeast have less access to a school psychologist than the whites in the same county. The South and Southwest regions are far below the rest of the Nation in the frequency of schools with psychologists—both in schools attended by Negroes and those attended by whites.

2.23 Curriculum

Free kindergartens.—Tables 2.23.1 and .2 show that for the Nation as a whole, only 48 percent of all elementary pupils attend schools having free kindergartens. The children in the nonmetropolitan areas, especially in the South, are those most often without kindergartens.

Table 2.22.1.—Percent of minority and white pupils attending *elementary* schools having certain services, for the United States, fall 1965

Service (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Free lunch:	P–14														
Average percent getting		8	7	10	9	8	6	15	9	15	9	6	6	8	7
Percent in schools with none		36	39	26	34	33	38	24	28	33	34	47	46	35	38
Free milk:	P–15														
Average percent getting		9	8	11	9	8	7	14	9	17	11	9	8	8	8
Percent in schools with none		39	41	31	39	37	41	33	33	32	35	37	43	39	41
Attendance law in the school district:	P–7														
No compulsory school attendance law		5	4	11	15	5	5	8	8	6	5	3	3	6	7
Has a well-enforced compulsory school attendance law		78	82	58	63	71	75	68	75	72	77	85	86	76	78
Psychologist (full- or part-time) in the school	P–33	34	36	28	30	29	32	26	33	31	33	45	47	39	39
Nurse (full- or part-time) in the school	P–37	63	63	65	56	59	59	63	61	66	62	71	70	64	64
Attendance officer (full- or part-time) serving the school	P–38	55	52	68	61	57	56	62	59	43	44	57	53	59	56

Table 2.22.2.—Percent of Negro and white pupils attending *elementary* schools, having certain services, for metropolitan and nonmetropolitan areas, by region, fall 1965

Service	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Free lunch:	P–14												
Average percent getting		10	9	7	6	6	8	15	12	13	8	7	6
Percent in schools with none		26	34	39	39	38	51	14	5	6	17	25	30
Free milk:	P–15												
Average percent getting		11	9	8	7	7	15	10	12	12	6	6	5
Percent in school with none		31	39	41	30	26	35	34	15	13	36	40	38
Attendance law in the school district:	P–7												
No compulsory school attendance law		11	15	4	0	0	0	22	17	6	2	0	0
Has a well-enforced compulsory school attendance law		58	63	82	77	86	90	26	41	57	62	53	57
Psychologist (full- or part-time) in the school	P–33	28	30	36	25	33	34	7	5	6	0	3	1
Nurse (full- or part-time) in the school	P–37	65	56	63	48	47	57	13	9	16	59	61	53
Attendance officer (full- or part-time) serving the school	P–38	68	61	52	64	51	32	54	57	66	54	46	48

Service	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Free lunch:	P–14															
Average percent getting		13	6	5	3	3	3	10	13	13	10	8	8	4	4	3
Percent in school with none		50	53	55	58	59	55	9	32	16	24	6	2	33	49	53
Free milk:	P–15															
Average percent getting		32	24	4	5	4	6	8	6	9	8	8	7	4	2	2
Percent in schools with none		29	43	60	48	60	55	25	44	36	27	7	14	28	56	61
Attendance law in the school district:	P–7															
No compulsory school attendance law		0	0	0	3	0	0	19	39	38	0	0	0	0	0	0
Has a well-enforced compulsory school attendance law		97	96	96	85	88	89	41	38	58	29	69	77	87	96	94
Psychologist (full- or part-time) in the school	P–33	50	69	59	35	42	34	5	0	0	19	24	26	86	89	84
Nurse (full- or part-time) in the school	P–37	93	93	91	91	90	88	66	43	28	82	49	65	96	93	86
Attendance officer (full- or part-time) serving the school	P–38	94	88	81	73	63	54	66	52	77	43	5	4	76	76	48

Free kindergartens are generally more available to Negro pupils in the metropolitan areas. However, it should be noticed that the white pupils in the same counties as Negroes also have some advantage over other white pupils in the region.

Accreditation.—Tables 2.23.3, .4, .5, and .6 deal with the accreditation of schools by State and by regional agencies. Ninety-three percent of all secondary and 62 percent of all elementary pupils attend State-accredited schools; 75 percent of all secondary and 27 percent of all elementary pupils attend regionally accredited schools. (Policies of regional accreditation of elementary schools vary widely over the Nation.)

Table 2.22.3.—Percent of minority and white pupils attending *secondary* schools having certain services, for the United States, fall 1965

Service (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Free lunch:	P–14														
Average percent getting		5	4	8	6	5	5	11	5	12	5	5	4	5	4
Percent in schools with none		35	37	25	26	34	35	20	23	37	40	25	24	33	33
Free milk:	P–15														
Average percent getting		5	5	5	5	5	4	7	4	10	5	3	3	3	3
Percent in schools with none		45	44	46	36	46	44	39	45	48	49	51	41	49	45
Attendance law in the school district:	P–7														
No compulsory school attendance law		6	5	11	15	3	3	4	5	6	5	1	1	4	4
Has a well-enforced compulsory school attendance law		74	76	58	56	74	75	83	82	66	68	87	85	78	78
Psychologist (full- or part-time) in the school	P–33	24	31	23	24	31	33	32	45	28	31	50	53	35	38
Nurse (full- or part-time) in the school	P–37	62	62	61	50	66	64	63	75	61	56	72	70	68	66
Attendance officer (full- or part-time) serving the school	P–38	65	64	68	68	67	67	81	78	61	59	72	71	68	65

A higher percentage of white pupils generally attend both regional- and State-accredited schools than that for any minority. For example, only 57 percent of all Negro elementary pupils in the Nation attend such schools, compared to 66 percent of white pupils living in the same county. For Negroes a major source of this difference, both for elementary and secondary pupils, is found in the South both in metropolitan and nonmetropolitan areas. In some other parts of the country, Negro elementary pupils are more often attending regionally or State-accredited schools than are white pupils.

Art and music teachers.—Tables 2.23.7, .8, .9, and .10 present the data concerning art teachers and music teachers in the schools. Only 16 percent of elementary pupils attend a school in which there is a full-time art teacher. Nationwide, white pupils tend to have more art music teachers than minority pupils, but the minorities have a slight tendency to have more than whites in the same county.

Generally, secondary school pupils have available both full-time music and art teachers to a much greater degree than elementary pupils, and metropolitan areas generally provide a greater percentage of their pupils with both art and music teachers than do nonmetropolitan areas. Differences between racial and ethnic groups are very small.

School time and homework.—In elementary schools (tables 2.23.11 and .12) there appears a definite tendency for the schools throughout the South and Southwest to be in session for a longer time each day and to expect more homework. At the secondary level (tables 2.23.13 and .14) this tendency doesn't show for either of these measures. Nationally, secondary school pupils have an average academic day of about 6.4 hours, or 0.5 hour longer than elementary school pupils, and are expected to do about 1.8 hours of homework daily, as compared to 0.9 hour for elementary school pupils.

Table 2.22.4.—Percent of Negro and white pupils attending *secondary* schools, having certain services, for metropolitan and nonmetropolitan areas, by region, fall 1965

Service	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Free lunch:	P–14												
Average percent getting		8	6	4	5	4	4	13	10	10	7	6	5
Percent in schools with none		25	26	37	41	39	45	10	6	12	37	15	17
Free milk:	P–15												
Average percent getting		5	5	5	5	5	8	8	8	5	6	5	5
Percent in schools with none		46	36	44	63	58	52	28	14	28	48	9	14
Attendance law in the school district:	P–7												
No compulsory school attendance law		11	15	5	7	7	9	19	15	7	5	0	0
Has a well-enforced compulsory school attendance law		58	56	76	59	63	83	29	46	61	65	68	58
Psychologist (full- or part-time) in the school	P–33	23	24	31	16	16	20	1	2	4	1	0	0
Nurse (full- or part-time) in the school	P–37	61	50	62	34	34	50	10	11	10	52	50	58
Attendance officer (full- or part-time) serving the school	P–38	68	68	64	46	44	42	51	62	65	59	59	39

Service	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Free lunch:	P–14															
Average percent getting		7	4	3	9	8	4	7	4	4	7	3	3	2	3	3
Percent in schools with none		34	29	49	26	27	35	18	31	21	11	50	48	53	39	46
Free milk:	P–15															
Average percent getting		5	3	3	3	9	5	4	4	4	4	3	3	1	1	1
Percent in schools with none		29	40	50	49	33	38	47	39	35	54	50	48	84	60	61
Attendance law in the school district:	P–7															
No compulsory school attendance law		0	0	0	0	0	0	21	40	36	4	0	0	0	0	0
Has a well-enforced compulsory school attendance law		97	93	90	69	72	88	50	24	58	13	17	20	96	97	91
Psychologist (full- or part-time) in the school	P–33	30	58	40	73	42	55	0	1	1	4	0	3	70	71	72
Nurse (full- or part-time) in the school	P–37	83	93	92	93	89	87	66	28	49	76	16	20	99	99	92
Attendance officer (full- or part-time) serving the school	P–38	95	75	80	67	79	65	68	61	89	36	36	37	94	95	84

Table 2.23.1.—Percent of white and minority pupils attending *elementary* schools having kindergartens or nursery schools, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Kindergarten:	P–3														
Available, free to all pupils		48	48	45	36	46	46	45	43	43	44	58	61	52	52
None available		41	39	49	59	38	40	44	48	41	43	26	26	38	39
Available, but fee is charged		6	7	1	3	8	7	6	6	9	9	1	2	4	4
Nursery school:	P–4														
Available, free to all pupils		1	1	5	1	2	1	5	1	4	1	3	1	3	1
None available		92	93	89	94	89	92	89	94	89	93	81	85	90	93

Table 2.23.2.—Percent of white and Negro pupils attending *elementary* schools having kindergartens or nursery schools, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
(1)	(2)	N (3)	W(N) (4)	W (5)	N (6)	W(N) (7)	W (8)	N (9)	W(N) (10)	W (11)	N (12)	W(N) (13)	W (14)
Kindergarten:	P–3												
Available, free to all pupils		45	36	48	28	36	56	1	0	1	1	1	20
None available		49	59	39	59	56	22	84	93	94	87	87	66
Available, but fee is charged		1	3	7	12	5	10	1	2	1	1	5	2
Nursery school:	P–4												
Available, free to all pupils		5	1	1	0	0	0	1	0	0	0	1	0
None available		89	94	93	98	97	87	85	93	94	88	90	87

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
(1)	(2)	N (15)	W(N) (16)	W (17)	N (18)	W(N) (19)	W (20)	N (21)	W(N) (22)	W (23)	N (24)	W(N) (25)	W (26)	N (27)	W(N) (28)	W (29)
Kindergarten:	P–3															
Available, free to all pupils		90	84	74	93	77	66	23	0	0	61	28	18	91	98	87
None available		7	12	18	2	18	29	74	98	96	34	26	36	7	2	13
Available, but fee is charged		1	2	0	1	5	5	0	0	0	3	40	44	0	0	0
Nursery school:	P–4															
Available, free to all pupils		5	2	2	16	1	1	6	0	0	6	0	0	5	2	1
None available		93	88	89	81	99	99	89	98	96	91	92	98	90	94	96

Table 2.23.3.—Percent of white and minority pupils attending *elementary* schools accredited by the State accrediting agency and by regional accrediting association, for the United States, fall 1965

Item	Question number	All	W	N	W(N)	M	W(M)	PR	W(PR)	AI	W(AI)	OR	W(OR)	OT	W(OT)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Accredited by State:	P–5														
Yes		62	64	57	66	58	59	63	67	59	64	54	54	54	54
No		9	7	16	10	9	8	13	9	10	7	8	9	11	10
Accreditation not available		25	26	20	21	28	30	18	20	24	26	32	34	30	32
Accredited by regional association:	P–6														
Yes		27	28	27	34	21	23	27	31	25	27	22	22	26	27
No		29	28	34	27	30	29	33	28	30	27	33	30	26	24
Accreditation not available		38	39	29	34	43	44	30	36	37	41	37	41	43	44

Table 2.23.4.—Percent of white and Negro pupils attending *elementary* schools accredited by the State accrediting agency and by regional accrediting association, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Accredited by State:	P–5												
Yes		57	66	64	67	76	71	57	73	71	91	94	77
No		16	10	7	4	2	4	30	17	8	1	0	0
Accreditation not available		20	21	26	28	21	24	6	5	5	3	6	22
Accredited by regional association:	P–6												
Yes		27	34	28	38	43	29	16	25	22	59	41	39
No		34	27	28	18	13	29	69	61	51	15	31	18
Accreditation not available		29	34	39	34	37	32	8	10	21	13	23	43

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Accredited by State:	P–5															
Yes		49	49	52	75	72	83	55	80	55	89	77	76	40	28	29
No		7	1	6	0	1	1	25	17	31	0	0	0	8	6	13
Accreditation not available		42	49	41	21	27	16	13	2	13	2	15	16	42	50	56
Accredited by regional association:	P–6															
Yes		34	28	24	52	42	49	21	51	35	42	23	23	22	9	9
No		8	8	14	5	7	11	45	25	45	33	28	38	16	18	23
Accreditation not available		51	61	57	39	47	36	21	21	18	15	37	39	52	63	63

Table 2.23.5.—Percent of white and minority pupils attending *secondary* schools accredited by the State accrediting agency and by regional accrediting association, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Accredited by State:	P–5														
Yes		93	93	91	96	89	92	94	95	92	93	77	83	86	90
No		2	3	2	1	2	2	1	1	2	2	11	6	5	4
Accreditation not available		4	4	4	4	8	6	5	4	5	4	12	11	8	6
Accredited by regional association:	P–6														
Yes		75	76	68	74	77	79	78	65	71	77	86	87	81	82
No		22	22	26	23	17	16	21	33	22	19	13	12	17	16
Accreditation not available		2	2	2	2	2	2	1	2	5	3	1	0	1	1

Table 2.23.6.—Percent of white and Negro pupils attending *secondary* schools accredited by the State agency and by regional association, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	(WN)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Accredited by State:	P–5												
Yes		91	96	93	95	92	88	86	92	95	95	100	100
No		2	1	3	4	7	10	6	4	1	0	0	0
Accreditation not available		4	1	4	0	1	3	0	0	0	0	0	0
Accredited by regional association:	P–6												
Yes		68	74	76	69	70	65	40	55	59	30	61	62
No		26	23	22	30	29	33	54	39	37	49	8	15
Accreditation not available		2	2	2	0	1	2	3	5	4	7	10	7

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	22	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Accredited by State:	P–5															
Yes		95	96	92	99	100	100	96	100	100	100	100	100	72	91	80
No		0	0	0	0	0	0	1	0	0	0	0	0	2	1	2
Accreditation not available		5	2	7	0	0	0	0	0	0	0	0	0	26	9	18
Accredited by regional association:	P–6															
Yes		74	68	74	75	93	86	72	72	81	92	81	86	100	100	100
No		17	27	21	25	7	14	19	28	20	5	19	12	0	0	0
Accreditation not available		6	2	3	0	0	1	0	0	0	0	0	3	0	0	0

Table 2.23.7.—Percent of white and minority pupils attending *elementary* schools having art and music teachers, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Art teacher:	P–30														
No art teacher		60	57	68	74	74	75	65	66	69	69	59	65	66	68
Part-time		23	25	19	17	13	14	17	16	14	16	21	20	19	19
4 or more days a week		16	17	12	8	12	10	18	18	14	13	16	12	14	13
Music teacher:	P–31														
No music teacher		27	25	38	34	31	31	35	33	27	27	24	24	32	30
Part-time		39	40	37	41	37	40	31	33	33	35	43	46	40	43
4 or more days a week		33	35	24	25	31	29	34	35	41	38	33	30	28	27
Average full-time equivalence of art and music teachers	SM–8*	.38	.40	.29	.29	.32	.31	.36	.36	.38	.37	.40	.37	.34	.33

*See app. 9.42 for explanation.

Table 2.23.8.—Percent of white and Negro pupils attending *elementary* schools having art and music teachers, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Art teacher:	P–30												
No art teacher		68	74	57	61	60	53	88	92	91	89	91	89
Part-time		19	17	25	31	29	25	6	4	4	3	5	6
4 or more days a week		12	8	17	8	11	21	6	4	4	7	5	5
Music teacher:	P–31												
No music teacher		38	34	25	6	13	14	49	47	40	51	37	31
Part-time		37	40	41	72	64	42	24	29	42	12	13	27
4 or more days a week		24	25	35	22	24	43	26	24	17	37	50	42
Average full-time equivalence of art and music teachers	SM–8*	.29	.29	.40	.40	.38	.48	.22	.21	.21	.25	.31	.31

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Art teacher:	P–30															
No art teacher		27	21	16	33	11	20	76	93	91	77	92	88	72	91	85
Part-time		44	47	41	35	79	68	16	1	1	2	6	10	19	6	4
4 or more days a week		29	32	43	31	10	12	7	5	8	14	1	2	7	2	10
Music teacher:	P–31															
No music teacher		18	13	11	13	5	6	48	49	62	63	35	37	35	28	40
Part-time		48	41	40	49	72	62	30	30	21	7	14	2	54	66	47
4 or more days a week		34	46	49	38	23	32	21	20	17	23	50	61	9	6	13
Average full-time equivalence of art and music teachers	SM–8*	.50	.57	.63	.50	.49	.50	.23	.20	.18	.22	.31	.35	.23	.19	.22

*See app. 9.42 for explanation.

Table 2.23.9.—Percent of white and minority pupils attending *secondary* schools having art and music teachers, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Art teacher:	P–30														
No art teacher		29	29	33	32	32	30	12	12	21	19	4	6	21	21
Part-time		5	6	2	3	2	3	1	3	4	6	5	5	5	7
4 or more days a week		65	64	65	64	66	67	86	85	74	76	91	89	74	72
Music teacher:	P–31														
No music teacher		6	6	10	8	12	11	5	4	5	5	2	2	4	4
Part-time		6	6	4	6	4	5	1	3	7	7	2	1	5	6
4 or more days a week		88	88	85	85	84	84	94	92	88	88	96	97	91	90
Average full-time equivalence of art and music teachers	SM–8*	.78	.79	.76	.76	.75	.76	.90	.89	.82	.84	.94	.95	.84	.83

*See app. 9.42 for explanation.

Table 2.23.10.—Percent of white and Negro pupils attending *secondary* schools having art and music teachers, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
(1)	(2)	N (3)	W(N) (4)	W (5)	N (6)	W(N) (7)	W (8)	N (9)	W(N) (10)	W (11)	N (12)	W(N) (13)	W (14)
Art teacher:	P–30												
No art teacher		33	32	29	52	48	42	79	81	70	59	54	68
Part-time		2	3	6	11	16	18	5	2	5	1	2	0
4 or more days a week		65	65	64	38	41	37	17	16	25	40	45	31
Music teacher:	P–31												
No music teacher		10	8	6	1	3	2	25	30	27	12	16	21
Part-time		5	6	6	12	12	12	10	21	13	3	5	2
4 or more days a week		85	85	88	87	85	87	65	50	61	85	79	77
Average full-time equivalence of art and music teachers	SM–8*	.76	.76	.79	.67	.68	.69	.44	.38	.47	.63	.63	.54

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
(1)	(2)	N (15)	W(N) (16)	W (17)	N (18)	W(N) (19)	W (20)	N (21)	W(N) (22)	W (23)	N (24)	W(N) (25)	W (26)	N (27)	W(N) (28)	W (29)
Art teacher:	P–30															
No art teacher		1	3	5	4	26	11	31	20	50	22	34	32	1	1	3
Part-time		0	0	0	0	6	5	1	5	6	0	0	0	0	0	0
4 or more days a week		99	97	95	95	68	85	68	75	44	78	66	68	99	99	97
Music teacher:	P–31															
No music teacher		0	0	0	3	1	0	12	3	0	1	14	15	1	1	3
Part-time		5	1	3	0	6	4	2	0	0	9	7	3	0	0	0
4 or more days a week		95	99	97	96	93	96	87	97	100	91	79	82	99	99	97
Average full-time equivalence of art and music teachers	SM–8*	.97	.97	.95	.95	.83	.92	.77	.86	.72	.86	.74	.75	.98	.98	.96

*See App. 9.42 for explanation.

Table 2.23.11.—Length of school year and school day, hours of homework expected, and percent of students attending school for less than a full or normal school day, in *elementary* schools attended by the average white and minority pupil, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Average number of days school is in session	P-8	179.4	179.4	179.6	178.7	178.4	178.1	180.9	179.3	179.3	179.2	179.3	179.5	180.1	179.3
Average number of hours in academic day	P-76	5.9	5.9	6.0	6.0	6.0	6.0	5.9	5.9	6.0	6.0	5.9	5.9	5.9	5.9
Total hours in session	P-8 P-76	1,058	1,058	1,078	1,072	1,070	1,069	1,067	1,058	1,078	1,075	1,058	1,059	1,063	1,057
Number of hours of daily homework expected of pupils	P-91	.9	.9	1.1	1.0	.9	.9	1.0	1.0	.9	.9	1.0	.9	1.0	.9
Percent of students in part-time attendance	P-21	4.6	4.0	6.0	3.5	6.7	4.7	9.4	5.4	7.0	5.8	3.4	2.4	5.1	3.7

Table 2.23.12.—**Length of school year and school day, hours of homework expected, and percent of students attending school for less than a full or normal schoolday, in *elementary* schools attended by the average white and minority pupil, for metropolitan and nonmetropolitan areas, by region, fall 1965**

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Average number of days school is in session	P-8	179. 6	178. 7	179. 4	178. 3	178. 9	178. 3	176. 9	178. 3	176. 6	175. 4	174. 9	175. 4
Average number of hours in academic day	P-76	6. 0	6. 0	5. 9	6. 0	5. 8	6. 0	6. 2	6. 3	6. 2	6. 7	6. 9	6. 7
Total hours in session	(P-8), (P-76)	1, 078	1, 072	1, 058	1, 070	1, 038	1, 070	1, 097	1, 123	1, 095	1, 175	1, 207	1, 175
Number of hours of daily homework expected of pupils	P-91	1. 1	1. 0	. 9	1. 1	1. 1	. 9	1. 6	1. 5	1. 4	1. 1	1. 0	. 9
Percent of students in part-time attendance	P-21	6. 0	3. 5	4. 0	1. 9	1. 8	2. 4	7. 5	2. 6	8. 3	6. 1	2. 1	4. 1

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Average number of days school is in session	P-8	183. 0	181. 3	182. 1	182. 8	179. 0	179. 7	180. 8	178. 3	179. 5	176. 2	177. 8	177. 1	178. 2	178. 7	183. 5
Average number of hours in academic day	P-76	5. 3	5. 4	5. 5	5. 6	5. 8	5. 8	6. 3	6. 4	6. 1	6. 8	6. 7	6. 6	5. 4	5. 3	5. 4
Total hours in session	(P-8), (P-76)	970	979	1, 002	1, 024	1, 038	1, 042	1, 139	1, 141	1, 095	1, 198	1, 191	1, 169	962	947	991
Number of hours of daily homework expected of pupils	P-91	. 7	. 8	. 7	. 6	. 6	. 6	1. 2	. 9	1. 0	1. 2	1. 0	1. 1	. 7	. 6	. 6
Percent of students in part-time attendance	P-21	3. 5	1. 9	1. 5	. 9	2. 6	1. 6	7. 9	3. 6	2. 1	7. 9	16. 4	16. 7	5. 6	4. 9	2. 0

Table 2.23.13.—Length of school year and school day, hours of homework expected, and percent of students attending school for less than a full or normal school day, in *secondary* schools attended by the average white and minority pupil, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Average number of days school is in session	P-8	179. 9	179. 7	180. 9	178. 9	178. 9	178. 4	182. 5	180. 5	189. 5	181. 5	179. 3	179. 1	179. 7	179. 6
Average number of hours in academic day	P-76	6. 4	6. 3	6. 4	6. 4	6. 4	6. 4	6. 3	6. 4	6. 3	6. 3	6. 3	6. 4	6. 4	6. 4
Total hours in session	(P-8), (P-76)	1, 151	1, 132	1, 158	1, 145	1, 145	1, 142	1, 150	1, 155	1, 194	1, 143	1, 130	1, 146	1, 150	1, 149
Number of hours of daily homework expected of pupils	P-91	1. 8	1. 8	1. 9	1. 9	1. 6	1. 6	1. 9	2. 1	1. 7	1. 7	1. 9	1. 8	1. 9	1. 9
Percent of students in part-time attendance	P-21	3. 5	3. 1	5. 9	3. 1	3. 6	3. 1	2. 7	2. 2	3. 3	3. 6	4. 4	3. 1	4. 7	3. 7

Table 2.23.14.—Length of school year and school day, hours of homework expected, and percent of students attending school for less than a full or normal school day, in *secondary* schools attended by the average white and minority pupil, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Average number of days school is in session	P-8	180.9	178.9	179.7	178.8	178.9	178.5	185.7	178.3	178.2	175.4	174.4	175.8
Average number of hours in academic day	P-76	6.4	6.4	6.3	6.3	6.3	6.0	6.3	6.3	6.3	6.9	6.9	7.0
Total hours in session	(P-8), (P-76)	1,158	1,145	1,132	1,126	1,127	1,071	1,170	1,123	1,123	1,210	1,203	1,231
Number of hours of daily homework expected of pupils	P-91	1.9	1.9	1.8	1.6	1.6	1.7	1.9	1.9	1.9	1.7	1.5	1.5
Percent of students in part-time attendance	P-21	5.9	3.1	3.1	4.3	4.2	3.2	5.1	1.9	2.1	2.1	4.0	2.9

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Average number of days school is in session	P-8	184.6	182.3	184.7	182.4	180.0	180.0	177.2	178.2	179.3	176.5	176.0	175.9	178.6	178.2	178.2
Average number of hours in academic day	P-76	6.1	6.3	6.4	6.6	6.6	6.7	6.4	6.7	6.3	6.7	6.3	6.4	6.1	6.2	6.2
Total hours in session	(P-8), (P-76)	1,126	1,148	1,182	1,204	1,188	1,206	1,134	1,194	1,130	1,183	1,109	1,126	1,089	1,105	1,105
Number of hours of daily homework expected of pupils	P-91	2.2	2.3	2.3	1.4	1.9	1.6	1.9	1.9	1.7	2.0	1.1	1.2	1.9	1.7	1.7
Percent of students in part-time attendance	P-21	5.5	2.0	1.5	2.9	3.7	4.6	9.4	3.8	5.1	1.2	2.3	2.4	6.9	3.8	3.5

Table 2.23.15.—Curriculums offered, comprehensiveness of curriculums, and curricular classification of *secondary* schools attended by white and minority pupils, for the United States, fall 1965

[NOTE.—Comprehenciveness of curriculums (SM-11) is an average value for pupils of the specified groups. Otherwise each figure is the percent of pupils in the given group for whom the item is available.]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
College preparatory	P–78a	95	96	88	97	95	97	90	98	96	98	98	100	97	98
Commercial	P–78b	90	92	75	94	87	90	85	91	90	96	96	99	92	95
General	P–78c	92	92	92	95	90	91	83	91	93	94	98	99	93	94
Vocational	P–78d	55	55	56	49	56	54	50	42	55	52	68	59	58	55
Agriculture	P–78e	27	28	20	26	33	33	14	16	27	31	30	30	23	24
Industrial arts	P–78f	68	69	57	68	68	70	64	76	73	77	91	93	78	81
Comprehensiveness of curriculums	SM–11*	88. 4	88. 7	86. 6	87. 9	86. 8	87. 1	82. 2	84. 7	87. 9	88. 1	91. 0	90. 2	88. 8	88. 6
Curricular classification of schools	P–79														
Academic		20	21	20	25	15	16	16	33	15	18	8	8	16	18
Comprehensive		74	74	70	71	76	76	56	60	73	79	89	91	80	80
Special		1	0	4	0	5	5	13	1	7	1	1	0	2	1

*See app. 9.42 for explanation.

Table 2.23.16.—Curriculums offered, comprehensiveness of curriculums, and curricular classification of *secondary* schools attended by whites and Negro pupils, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—Comprehensiveness of curriculums (SM-11) is an average value for pupils of the specified groups. Otherwise each figure is the percent of pupils in the given group for whom the item is available.]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
College preparatory	P-78-a	88	97	96	98	96	95	74	91	92	81	94	83
Commercial	P-78-b	75	94	92	97	97	92	49	89	92	39	81	70
General	P-78-c	92	95	92	90	89	86	85	95	98	87	86	73
Vocational	P-78-d	56	49	55	49	50	64	51	62	62	52	50	34
Agriculture	P-78-e	20	26	28	28	26	39	48	68	68	69	81	62
Industrial arts	P-78-f	57	68	69	87	85	79	26	28	33	29	68	49
Comprehensiveness of curriculums	SM-11*	86.6	87.9	88.7	87.9	88.2	92.4	81.2	90.4	89.9	79.2	86.6	82.1
Curricular classification of schools:	P-79												
Academic		20	25	21	21	20	19	43	34	26	55	54	34
Comprehensive		70	71	74	78	77	77	47	61	72	39	40	42
Special		4	0	0	1	0	0	6	0	0	1	0	6

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
College preparatory	P-78-a	93	98	99	99	100	100	87	100	100	89	85	82	100	100	100
Commercial	P-78-b	85	94	93	99	98	96	71	96	100	70	73	71	100	100	100
General	P-78-c	89	93	94	99	98	95	93	95	94	100	89	83	83	100	100
Vocational	P-78-d	42	36	35	60	61	60	58	42	21	89	85	80	65	36	65
Agriculture	P-78-e	4	8	17	5	4	8	9	15	13	23	50	43	4	2	8
Industrial arts	P-78-f	41	82	78	70	93	82	62	67	36	79	53	49	100	100	90
Comprehensiveness of curriculums	SM-11*	81.2	83.3	83.6	90.8	90.3	89.0	88.8	86.6	82.0	94.1	96.5	95.6	91.9	86.3	91.9
Curricular classification of schools:	P-79															
Academic		7	23	22	5	10	15	18	28	37	31	6	4	0	1	3
Comprehensive		68	72	74	94	88	81	72	60	42	58	70	67	100	99	97
Special		11	1	1	1	0	0	5	0	0	6	1	1	0	0	0

*See app. 9.42 for explanation.

Table 2.23.17.—Characteristics of college representatives visiting the high schools of the average white and minority pupil to talk with interested students during the 1964–65 school year, for the United States

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Average number of Negro colleges sending representatives	P–53	0. 6	0. 1	3. 0	0. 2	0. 5	0. 1	0. 9	0. 2	0. 4	0. 1	0. 5	0. 2	0. 7	0. 2
Average number of white colleges sending representatives	P–54	11. 8	13. 0	5. 3	12. 2	8. 9	11. 3	9. 5	16. 5	10. 5	12. 5	[illegible]1	13. 5	12. 4	14. 3
Proportion of representatives visiting schools from Negro colleges		. 05	. 01	. 36	. 02	. 05	. 01	. 09	. 01	. 04	. 01	. 04	. 01	. 05	. 01

There is no general tendency for minority pupils to differ from majority pupils on these measures.

At the elementary and secondary school levels, an average of 4 percent of all students are in less-than-full-time attendance. Nationally, at both school levels, from 2 percent to 4 percent more minority than majority pupils are in part-time attendance. In most regions a difference of a similar magnitude exists between Negroes and whites.

Curriculums.—The data in table 2.23.15 reveal that between 90 percent and 95 percent of all senior high school students in the country are enrolled in schools offering college preparatory, commercial, and general curriculums. Eighty-eight percent of Negro students are in secondary schools offering college preparatory curriculums, while the comparable figure for whites in the same county is 97 percent. More striking is their 75 percent enrollment in schools offering commercial curriculums compared to 94 percent for whites in the same county.

To get some indication of whether or not minority pupils have the same number of alternative curriculums available as white pupils, the ratio of curriculums offered to all six possible curricular offerings was computed (SM–11). Thus, if a school offers all six curriculums, its ratio is 100 percent, and if all schools in the region do so, the regional ratio also is 100 percent. The ratio for the average high school is about 88 percent for all schools in the country. While the racial averages vary about this average (from 82 percent for Puerto Rican Americans to 91 percent for Oriental Americans), minority-majority differences are small.

Senior high school principals were also asked to classify their schools according to their primary curricular emphasis. For the country as a whole, 95 percent of the schools were classified to be either (a) academically oriented (20 percent), (b) comprehensive in nature (74 percent), or (c) special-curricular schools concentrating on the culturally disadvantaged (1 percent). The remaining 5 percent are distributed among vocational, technical or trade schools, or nonresponse. Puerto Rican pupils are least often, relative to white pupils in the same county, to be in schools with academic emphasis. Negroes are slightly less likely to be in a school classed as academic and more likely to be in a special curriculum school. Regionally, there are wide variations, and among minorities there are some variations but with no consistent majority-minority differences.

Tables 2.23.17 and 2.23.18 present the data about the degree to which predominantly Negro and predominantly white colleges send representatives to interview secondary school students; and the proportion of all college representatives from predominantly Negro colleges. White colleges much less often send representatives to schools attended by minority pupils than to schools attended by whites in the same county or by whites in general. This is especially the case for Negroes and Puerto Ricans.

The highest exposure of Negro students to white college representatives occurs in the metropolitan West, where the average is 12 colleges which is about 25 percent lower than the 16-college average for whites in the same counties. Among other minorities, the difference in pre-

Table 2.23.18.—Characteristics of college representatives visiting the high schools of the average white and Negro pupil to talk with interested students during the 1964–65 school year, for metropolitan and nonmetropolitan areas, by region

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Average number of Negro colleges sending representatives	P–53	3. 0	0. 2	0. 1	0. 3	0. 0	0. 0	2. 7	0. 2	0. 1	2. 5	0. 0	0. 1
Average number of white colleges sending representatives	P–54	5. 3	12. 2	13. 0	9. 4	10. 1	10. 1	1. 2	7. 6	9. 1	1. 3	9. 2	5. 6
Proportion of representatives visiting schools from Negro colleges		. 36	. 02	. 01	. 03	0. 0	0. 0	. 69	. 03	. 01	. 66	0. 0	. 02

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Average number of Negro colleges sending representatives	P–53	1. 4	1. 1	0. 2	1. 3	0. 2	0. 1	6. 4	0. 1	0. 5	4. 3	0. 2	0. 2	0. 3	0. 2	0. 1
Average number of white colleges sending representatives	P–54	9. 4	15. 8	18. 2	5. 9	11. 5	15. 5	3. 6	13. 9	14. 2	3. 9	6. 4	6. 1	11. 9	16. 0	14. 3
Proportion of representatives visiting schools from Negro colleges		. 13	. 07	. 01	. 18	. 02	. 01	. 64	. 01	. 03	. 52	. 03	. 03	. 02	. 01	. 01

Table 2.24.1.—Percent of minority and white pupils in *elementary* schools having available programs for exceptional children, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Speech therapist (full- and part-time)	P-32	58	60	54	49	47	48	54	54	52	53	65	66	62	61
Remedial reading teacher (full- and part-time)	P-34	39	39	39	30	41	36	45	38	35	35	41	38	48	42
Accelerated curriculum in one or more subjects	P-86	38	40	29	40	34	38	32	42	42	41	37	41	39	45
Percent of pupils in school in remedial mathematics classes:	P-92														
0-4		35	37	24	28	34	39	30	33	35	36	31	33	34	34
5-9		6	6	5	11	6	7	5	8	5	7	10	10	9	11
10-14		2	2	3	2	2	2	3	3	2	2	1	1	1	2
15-19		1	0	2	0	1	0	1	0	1	0	1	1	1	0
20-24		1	1	2	1	2	1	1	1	2	1	3	1	2	1
25 or more		2	1	2	1	4	3	3	1	2	1	2	1	2	2
Not offered		46	45	50	51	42	42	43	45	44	46	47	50	42	45
Percent of pupils in school in remedial reading classes:	P-93														
0-4		31	33	23	27	31	35	22	29	28	31	30	32	31	32
5-9		16	17	11	15	11	13	14	16	11	15	16	18	16	18
10-14		6	6	6	6	4	4	10	9	7	7	6	5	6	5
15-19		2	1	4	2	2	1	4	2	2	1	4	2	4	2
20-24		2	2	1	1	4	3	3	2	4	4	1	1	1	2
25 or more		3	2	4	1	5	5	5	2	5	3	5	3	4	3
Not offered		33	32	38	41	32	33	30	33	34	33	33	35	31	34
School provides separate classes for the following groups:															
Low IQ or mentally retarded pupils	P-94a	49	48	54	51	43	44	44	44	44	48	56	55	50	48
Pupils with behavior and adjustment problems	P-94b	12	12	13	19	11	11	16	15	11	12	16	14	14	15
Non-English-speaking pupils	P-94c	5	5	4	5	8	7	9	4	7	5	5	4	6	5
Rapid learners	P-94d	21	21	21	23	19	20	25	26	21	21	19	25	22	25
Special skills or talents (e.g., art, music)	P-94e	29	30	28	30	24	25	32	28	27	27	37	35	33	32
Pupils with speech impairments	P-94f	49	51	41	43	41	41	44	43	42	44	58	59	51	50
Physically handicapped pupils	P-94g	21	22	18	20	17	20	18	19	19	19	26	27	22	24
Separate classes for special cases	SM-10*	29	29	29	29	27	27	30	28	28	28	32	32	30	30

*See app. 9.42 for explanation.

dominantly white colleges is greater for Puerto Ricans where the average is about 10 colleges per school compared to almost 17 for whites in the same county.

2.24 *Programs for exceptional children*

Exceptional children need special services appropriate to their particular needs or talents. Many of these services, special classes, and programs are costly and require highly trained professional staff which the smaller or poorer school systems cannot provide. Recently, however, with increased Federal aid to education, more schools have been attempting to provide services which fit some of these needs. Since large proportions of ethnic minority groups are in the lower socioeconomic levels, one might expect proportionately more of the minority group children to need special attention to overcome educational disadvantages.

At the elementary level the most noticeable pattern is the consistently lower percentages for Mexican Americans and consistently higher percentages for Oriental Americans relative to the national norms. The differences do not generally appear to be the result of race since there are only minor differences with whites in the same counties. At the secondary level, the national pattern for Oriental Americans is almost the same as it was in elementary schools, but for Mexican Americans it is not quite as pronounced. Negroes are most deficient, relative to national norms, in the availability of remedial reading and arithmetic classes and in the availability of accelerated curriculums.

Regionally, the major differences for elementary schools are apparent between the South (including the Southwest) and the rest of the country. In almost every case the South and Southwestern regions are substantially behind the other regions.

At the secondary level the situation, although not as pronounced, tends to be the same. An example of how extreme the variation can be between regions is the availability of special classes for physically handicapped pupils: In the metropolitan South 8 percent of Negroes and 2 percent of whites in the same counties have such classes available; in the metropolitan West the comparable percentages are 53 percent and 82 percent. The fact that half of the Nation's Negro children live in the South must be kept in mind in observing differences of this kind.

2.25 *Pupil evaluation and placement*

School principals were asked a number of questions about testing, tracking, promotion, assignment to schools, and assignment to classes of pupils. These questions were asked about the prevalence of testing in the schools to determine the differences, if any, between the exposure of groups of pupils to intelligence and achievement tests. The prevalence of testing in public schools is indicated by the fact that principals report that approximately 90 percent of the Nation's pupils are in schools where intelligence and achievement tests are given at both the elementary and secondary levels. The achievement test is slightly more frequently used than the intelligence test at both levels. (tables 2.25. thru 2.25.4)

Among the racial and ethnic groups, the differences in exposure to intelligence tests are slight at both levels with the exception of the Puerto Ricans, for whom more pupils are in schools which do not give intelligence tests as compared with whites in the same county. Nationally, Negro pupils appear to have almost the same opportunity to take intelligence tests as white pupils, but this is not the case in every region of the country. For example, at the elementary level, 27 percent of the Negro students in the metropolitan Northeast are in schools which do not give any intelligence tests: the comparable percentage for white pupils in the same county is 15 percent. At the secondary level in the metropolitan South the percentages are 15 percent and 0 percent respectively.

According to the principals' reports, achievement tests are widely used in both the elementary and secondary schools attended by all racial groups. Nationally, there are no noteworthy differences between Negro and white secondary students in regard to achievement testing in the schools they attend. There are however, quite different patterns of achievement testing in the various geographical regions of the country and also some differences between Negroes and whites within particular regions.

Some schools, as an aid to counseling, give "interest inventories" to pupils which reflect their feelings and preferences rather than indicate their knowledge, ability, or experiences. Relatively few students (16 percent) are in elementary schools which give interest inventories. Scores are used primarily to identify vocational goals and to assist career guidance; the tests are more useful at the secondary level. Their use in a school probably indicates greater attention to vocational guidance.

Sixty-four percent of all high school pupils are in secondary schools which give interest inventories to students in at least one grade. Negroes are less often than whites to be in secondary schools which use interest inventories: 50 percent for the Negroes in the whole country as compared to 67 percent for whites. This is true also in every region in both metropolitan areas of the South and in the metropolitan areas of the Southwest where over 20 percent more white than Negro students attend schools where interest inventories are used. For the other racial groups, the range is from 47 percent of Puerto Rican students to 65 percent of Indian American students.

Table 2.24.2.—Percent of Negro and white pupils in *elementary* schools having available programs for exceptional children, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Speech therapist (full- and part-time)	P-32	54	49	60	51	48	59	17	12	14	37	47	27
Remedial reading teacher (full- and part-time)	P-34	39	30	39	37	40	46	15	19	11	12	7	26
Accelerated curriculum in 1 or more subjects	P-86	29	40	40	47	54	26	28	30	24	32	17	13
Percent of pupils in school in remedial mathematics classes:	P-92												
0–4		24	28	37	15	21	33	22	29	28	28	27	31
5–9		5	11	6	4	4	8	4	4	2	2	4	1
10–14		3	2	2	9	14	2	4	4	2	9	0	0
15–19		2	0	0	0	0	0	2	0	0	0	0	0
20–24		2	1	1	0	0	0	1	1	2	0	0	0
25 or more		2	1	1	0	0	0	1	4	2	2	2	7
Not offered		50	51	45	58	53	49	50	51	54	42	57	54
Percent of pupils in school in remedial reading classes:	P-93												
0–4		23	27	33	15	18	28	18	24	19	26	29	31
5–9		11	15	17	11	18	31	6	7	5	3	5	4
10–14		6	6	6	11	15	3	3	6	12	1	3	1
15–19		4	2	1	11	3	1	1	3	1	8	0	0
20–24		1	1	2	0	0	1	3	1	1	0	0	0
25 or more		4	1	2	0	0	3	3	5	2	2	2	7
Not offered		38	41	32	38	38	30	49	48	49	41	52	52
School provides separate classes for the following groups:													
Low IQ or mentally retarded pupils	P-94a	54	51	48	54	53	48	30	29	29	47	41	25
Pupils with behavior and adjustment problems	P-94b	13	19	12	3	3	1	8	4	8	2	6	3
Non-English-speaking pupils	P-94c	4	5	5	12	4	6	1	1	0	7	17	12
Rapid learners	P-94d	21	23	21	13	9	3	11	8	5	6	5	3
Special skills or talents (e.g., art, music)	P-94e	28	30	30	35	30	25	18	21	14	15	12	8
Pupils with speech impairments	P-94f	41	43	51	34	29	49	13	11	11	27	44	22
Physically handicapped pupils	P-94g	18	20	22	23	22	23	3	4	5	10	31	14
Separate classes for special cases	SM-10*	29	29	29	27	22	26	15	13	11	20	21	13

* See app. 9.42 for explanation.

Table 2.24.2.—Percent of Negro and white pupils in *elementary* schools having available programs for exceptional children, for metropolitan and nonmetropolitan areas, by region, fall 1965—Continued

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N (15)	W(N) (16)	W (17)	N (18)	W(N) (19)	W (20)	N (21)	W(N) (22)	W (23)	N (24)	W(N) (25)	W (26)	N (27)	W(N) (28)	W (29)
(1)	(2)															
Speech therapist (full- and part-time)	P–32	94	94	90	98	95	79	35	19	43	48	14	15	87	100	99
Remedial reading teacher (full- and part-time)	P–34	73	52	58	60	22	17	28	23	31	18	25	29	66	46	70
Accelerated curriculum in 1 or more subjects	P–86	34	49	47	21	25	28	19	31	41	34	58	76	43	67	73
Percent of pupils in school in remedial mathematics classes:	P–92															
0–4		38	28	40	30	39	33	15	17	23	21	53	65	33	35	49
5–9		4	5	4	12	9	6	1	17	17	2	2	1	11	21	13
10–14		2	3	2	3	2	1	1	1	6	0	0	0	4	1	1
15–19		2	0	0	3	0	0	1	0	0	0	0	0	4	1	2
20–24		0	0	0	2	2	2	1	0	0	0	0	0	6	2	2
25 or more		1	1	0	2	0	0	1	0	0	0	0	0	5	2	1
Not offered		45	56	45	40	45	56	63	60	49	54	30	18	31	34	27
Percent of pupils in school in remedial reading classes:	P–93															
0–4		40	44	48	32	41	32	13	13	14	23	37	48	32	35	38
5–9		12	15	18	23	10	9	9	17	21	2	2	1	19	28	22
10–14		16	10	5	6	3	2	3	5	14	1	0	1	6	8	6
15–19		4	3	1	4	4	2	1	0	0	0	0	0	8	4	2
20–24		0	0	0	1	2	2	0	0	1	0	16	17	3	1	2
25 or more		4	1	1	3	0	0	2	0	0	10	0	0	9	1	7
Not offered		13	20	18	24	36	48	58	60	48	39	25	13	15	20	16
School provides separate classes for the following groups:																
Low IQ or mentally retarded pupils	P–94a	62	54	51	73	51	45	48	54	33	63	62	66	77	70	75
Pupils with behavior and adjustment problems	P–94b	30	22	20	20	14	13	9	33	21	14	10	9	17	22	24
Non-English-speaking pupils	P–94c	6	8	4	8	4	6	3	7	4	0	0	0	6	4	10
Rapid learners	P–94d	44	46	35	20	14	12	9	13	17	12	18	28	30	56	67
Special skills or talents (e.g., art, music)	P–94e	34	31	38	54	46	47	10	20	16	23	3	12	58	59	51
Pupils with speech impairments	P–94f	59	67	73	86	73	67	20	26	41	34	20	23	86	87	82
Physically handicapped pupils	P–94g	17	14	16	31	28	24	14	17	12	26	30	30	37	42	47
Separate classes for special cases	SM–10*	36	35	34	43	34	31	21	26	24	36	33	37	46	50	51

* See app. 9.42 for explanation.

Table 2.24.3.—Percent of minority and white pupils in *secondary* schools having available programs for exceptional children, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Speech therapist (full- and part-time)	P-32	44	45	37	34	39	40	61	64	42	44	54	62	47	49
Remedial reading teacher (full- and part-time)	P-34	53	52	53	49	57	53	76	50	55	56	81	81	69	66
Accelerated curriculum in one or more subjects	P-86	66	66	61	63	67	64	60	75	66	66	80	72	72	69
Opportunities for 12th graders to obtain advanced placement or credit in college	P-88	78	80	67	65	78	73	59	79	76	79	80	70	81	78
Percent of pupils in school in remedial mathematical classes:	P-92														
0–4		39	41	26	38	27	36	27	34	39	42	22	37	32	38
5–9		19	18	21	23	24	23	27	32	19	18	38	34	23	23
10–14		11	10	10	8	14	8	22	11	11	11	25	14	18	14
15–19		3	2	6	2	9	7	3	1	2	2	1	1	3	2
20–24		1	0	3	0	3	2	4	0	3	3	0	0	0	0
25 or more		1	1	2	1	2	2	1	1	3	2	2	1	1	1
Not offered		27	27	31	27	22	21	17	21	24	23	13	14	23	23
Percent of pupils in school in remedial reading classes:	P-93														
0–4		32	35	17	27	22	23	17	28	32	32	17	21	23	27
5–9		23	24	17	27	23	27	34	28	25	28	47	50	31	35
10–14		10	10	11	12	10	8	19	10	9	9	8	10	8	7
15–19		5	5	5	3	11	10	5	4	5	5	7	5	11	9
20–24		5	3	13	4	7	5	13	18	7	6	12	6	8	5
25 or more		1	1	3	2	3	2	2	1	2	2	2	1	2	1
Not offered		23	22	31	26	24	24	10	12	19	19	7	8	16	16
School provides separate classes for the following groups of pupils:															
Low IQ or mentally retarded pupils	P-94a	51	49	54	49	54	52	56	61	50	50	85	77	63	60
Pupils with behavior and adjustment problems	P-94b	10	9	15	7	9	8	10	5	11	9	7	6	10	9
Non-English-speaking pupils	P-94c	2	2	3	4	5	3	23	7	2	2	12	4	5	3
Rapid learners	P-94d	41	39	45	43	42	44	62	69	42	43	76	80	59	58
Special skills or talents (e.g., art, music)	P-94e	57	57	59	45	51	56	66	71	63	62	54	57	66	63
Pupils with speech impairments	P-94f	30	31	21	23	28	29	58	48	28	33	51	57	36	39
Physically handicapped pupils	P-94g	16	15	16	16	25	29	17	19	15	18	37	42	21	24
Separate classes for special cases	SM-10*	32	28	31	27	30	31	41	40	30	30	45	45	36	36

Table 2.24.4.—Percent of white and Negro pupils in *secondary* schools having available programs for exceptional children, in metropolitan and nonmetropolitan areas, by region, fall 1965

Activity	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Speech therapist (full- and part-time)	P-32	37	34	45	22	29	40	9	10	12	9	45	25
Remedial reading teacher (full- and part-time)	P-34	53	49	52	35	35	32	24	22	20	4	9	9
Accelerated curriculum in one or more subjects	P-86	61	63	66	42	41	46	46	48	58	25	15	25
Opportunities for 12th graders to obtain advanced placement or credit in college	P-88	67	65	80	73	73	72	54	66	75	39	79	61
Percent of pupils in school in remedial mathematics classes:	P-92												
0–4		26	38	41	19	18	21	29	42	31	16	53	35
5–9		21	23	18	26	27	18	10	9	16	4	1	1
10–14		10	8	10	9	[illegible]	12	6	5	6	3	0	0
15–19		6	2	2	2	[illegible]	1	3	2	5	2	0	6
20–24		3	0	0	0	0	0	3	0	1	2	1	8
25 or more		2	1	1	0	0	0	1	5	2	1	0	0
Not offered		31	27	27	35	33	47	47	38	41	71	45	50
Percent of pupils in school in remedial reading classes:	P-93												
0–4		17	27	35	22	24	27	25	33	30	17	61	39
5–9		17	27	24	24	27	22	14	8	8	1	1	2
10–14		11	12	10	7	4	5	5	6	8	3	0	0
15–19		5	3	5	6	5	6	2	3	10	2	0	0
20–24		13	4	3	0	0	0	3	3	2	1	0	4
25 or more		3	2	1	1	0	0	2	6	2	1	0	0
Not offered		31	26	22	32	31	38	46	42	40	74	37	55
School provides separate classes for the following groups of pupils:													
Low IQ or mentally retarded pupils	P-94a	54	49	49	44	44	47	23	17	20	46	11	12
Pupils with behavior and adjustment problems	P-94b	15	7	9	2	2	11	9	1	1	0	0	0
Non-English-speaking pupils	P-94c	3	4	2	0	0	0	2	0	0	0	0	1
Rapid learners	P-94d	45	43	39	15	18	16	16	14	17	6	9	7
Special skills or talents (e.g., art, music)	P-94e	59	45	57	44	49	39	40	25	41	48	46	40
Pupils with speech impairments	P-94f	21	23	31	18	20	33	10	6	6	1	17	11
Physically handicapped pupils	P-94g	16	16	15	8	7	19	4	0	1	1	8	4
Separate classes for special cases	SM-10*	31	27	28	18	20	23	15	9	12	16	13	10

Table 2.24.4.—Percent of white and Negro pupils in *secondary* schools having available programs for exceptional children, in metropolitan and nonmetropolitan areas, by region, fall 1965—Continued

Activity	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N (14)	W(N) (15)	W (16)	N (17)	W(N) (18)	W (19)	N (20)	W(N) (21)	W (22)	N (23)	W(N) (24)	W (25)	N (26)	W(N) (27)	W (28)
(1)	(2)															
Speech therapist (full- and part-time)	P–32	72	72	59	93	62	75	17	10	14	50	0	3	48	65	72
Remedial reading teacher (full- and part-time)	P–34	81	61	66	62	58	57	46	42	65	63	59	62	100	99	97
Accelerated curriculum in one or more subjects	P–86	60	85	82	64	70	78	72	79	81	87	53	55	74	45	73
Opportunities for 12th graders to obtain advanced placement or credit in college	P–88	64	85	82	70	68	92	75	57	85	83	89	83	73	45	74
Percent of pupils in school in remedial mathematics classes:	P–92															
0–4		34	35	54	26	56	40	34	25	54	18	67	74	4	36	51
5–9		30	21	13	12	23	26	16	30	21	2	0	3	60	49	29
10–14		22	29	13	4	7	14	4	0	0	5	2	2	32	15	17
15–19		0	0	0	31	11	6	0	0	0	35	0	0	0	0	0
20–24		1	0	0	0	0	0	8	0	0	0	0	0	0	0	0
25 or more		0	0	0	1	0	1	2	0	0	6	1	1	4	1	4
Not offered		13	15	22	26	4	14	35	45	25	34	30	20	0	0	0
Percent of pupils in school in remedial reading classes:	P–93															
0–4		16	31	48	16	44	27	19	16	47	14	67	74	1	3	12
5–9		42	17	17	9	28	32	7	34	28	7	3	5	36	63	65
10–14		22	27	11	14	12	23	0	7	4	39	0	0	26	25	4
15–19		6	1	1	7	4	5	0	0	0	0	0	0	22	7	12
20–24		5	14	8	26	11	6	30	1	0	6	1	1	2	1	3
25 or more		0	0	0	5	1	1	2	0	0	0	0	0	14	1	4
Not offered		5	8	15	23	1	4	43	42	21	34	30	20	0	0	0
School provides separate classes for the following groups of pupils:																
Low IQ or mentally retarded pupils	P–94a	75	70	62	86	61	59	37	46	34	64	16	14	98	100	98
Pupils with behavior and adjustment problems	P–94b	22	7	11	19	5	8	9	6	7	6	14	15	37	27	9
Non-English-speaking pupils	P–94c	17	23	3	5	3	1	0	0	0	5	13	11	0	1	2
Rapid learners	P–94d	83	86	66	51	56	54	40	30	25	49	3	8	85	95	76
Special skills or talents (e.g., art, music)	P–94e	92	91	81	53	60	63	64	23	58	58	47	48	69	68	67
Pupils with speech impairments	P–94f	43	35	44	48	42	42	0	10	10	14	0	3	45	60	57
Physically handicapped pupils	P–94g	8	9	8	31	18	12	8	2	5	11	0	0	53	82	72
Separate classes for special cases	SM–10*	49	45	39	41	34	34	23	17	19	29	13	14	54	60	53

Table 2.25.1.—Percent of minority and white pupils in *elementary* schools which give intelligence and achievement tests and interest inventories, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Intelligence tests	P-22														
Yes, 1 grade only		8	8	7	5	11	9	9	7	10	9	7	6	7	6
Yes, 2 or more grades		85	87	81	87	82	85	68	80	80	84	88	91	84	87
No		6	5	11	7	7	5	22	12	9	6	4	3	9	6
Standardized achievement tests	P-23														
Yes, 1 grade only		2	2	2	2	2	2	2	2	2	2	5	3	2	2
Yes, 2 or more grades		95	96	92	95	95	96	93	96	96	97	94	96	94	97
No		2	1	5	2	3	2	5	3	2	1	1	1	3	1
Interest inventories	P-24														
Yes, 1 grade only		9	10	7	8	8	8	7	9	11	10	14	15	7	9
Yes, 2 or more grades		7	6	13	11	7	6	10	8	8	6	11	8	10	9
No		81	82	78	80	82	84	79	81	76	81	74	77	81	80

Table 2.25.2.—Percent of white and Negro pupils in *elementary* schools which give intelligence and achievement tests and interest inventories, in metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Intelligence tests	P-22												
Yes, 1 grade only		7	5	8	2	5	5	8	8	11	39	7	9
Yes, 2 or more grades		81	87	87	83	72	88	72	76	80	53	86	81
No		11	7	5	14	18	5	19	15	8	9	6	9
Standardized achievement tests	P-23												
Yes, 1 grade only		2	2	2	2	4	3	4	4	4	0	2	1
Yes, 2 or more grades		92	95	96	97	93	96	80	86	92	98	97	98
No		5	2	1	1	1	1	14	9	2	1	1	1
Interest inventories	P-24												
Yes, 1 grade only		7	8	10	7	6	24	7	17	12	8	6	14
Yes, 2 or more grades		13	11	6	1	3	2	17	17	7	14	6	2
No		78	80	82	92	87	72	72	64	80	75	87	83

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Intelligence tests	P-22															
Yes, 1 grade only		3	3	6	3	18	11	7	2	1	1	16	17	4	1	7
Yes, 2 or more grades		70	82	85	94	81	88	85	96	99	96	81	81	94	99	92
No		27	15	9	1	0	1	7	3	0	3	3	2	0	0	0
Standardized achievement tests	P-23															
Yes, 1 grade only		3	1	2	1	3	3	2	2	0	0	0	0	2	1	2
Yes, 2 or more grades		96	99	98	99	96	94	91	98	99	100	100	100	96	99	98
No		1	0	0	0	0	3	6	1	1	0	0	0	0	0	0
Interest inventories	P-24															
Yes, 1 grade only		3	4	5	13	7	5	9	6	6	2	2	[illegible]	3	6	2
Yes, 2 or more grades		13	6	10	12	6	4	14	13	14	17	14	[illegible]	10	7	6
No		84	90	84	76	86	88	75	79	80	79	69	84	84	88	92

Table 2.25.3.—Percent of minority and white pupils in *secondary* schools which give intelligence and achievement tests and interest inventories, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Intelligence tests	P–22														
Yes, 1 grade only		26	25	25	29	35	30	20	18	28	27	52	33	33	28
Yes, 2 or more grades		62	64	55	60	56	62	37	54	56	59	34	58	51	60
No		12	10	16	10	8	7	42	29	16	14	14	9	16	12
Standardized achievement tests	P–23														
Yes, 1 grade only		15	15	13	14	18	16	28	16	16	16	28	22	20	20
Yes, 2 or more grades		77	76	82	82	74	77	63	77	80	78	68	76	73	75
No		5	5	4	3	8	7	7	4	3	5	3	2	6	5
Interest inventories	P–24														
Yes, 1 grade only		42	44	30	44	46	51	30	38	43	43	47	62	36	43
Yes, 2 or more grades		22	23	20	23	18	18	17	15	22	23	11	12	21	20
No		34	32	46	32	35	29	53	46	34	33	41	25	42	36

Table 2.25.4.—Percent of white and Negro pupils in *secondary* schools which give intelligence and achievement tests and interest inventories, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Intelligence tests	P–22												
Yes, 1 grade only		25	29	25	42	38	17	10	19	24	18	40	38
Yes, 2 or more grades		55	60	64	45	45	76	73	71	66	79	59	62
No		16	10	10	13	17	7	13	10	8	3	1	1
Standardized achievement tests	P–23												
Yes, 1 grade only		13	14	15	13	10	14	6	5	7	L	10	9
Yes, 2 or more grades		82	82	76	55	56	75	86	90	88	98	89	84
No		4	3	5	26	29	2	7	3	2	1	1	7
Interest inventories	P–24												
Yes, 1 grade only		30	44	44	48	51	60	21	47	37	31	34	40
Yes, 2 or more grades		20	23	23	14	14	11	25	21	18	45	50	36
No		46	32	32	38	35	29	51	30	44	23	15	24

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Intelligence tests	P–22															
Yes, 1 grade only		26	21	34	9	22	25	24	32	25	35	L	L	67	56	42
Yes, 2 or more grades		33	37	53	77	72	61	54	68	75	59	77	75	12	38	50
No		37	41	13	6	6	14	15	L	L	6	23	24	21	6	9
Standardized achievement tests	P–23															
Yes, 1 grade only		15	10	15	7	14	22	5	11	15	----	----	----	55	46	30
Yes, 2 or more grades		77	81	71	88	80	66	95	89	85	99	99	99	45	55	71
No		8	9	14	3	4	8	1	----	----	L	L	L	----	----	----
Interest inventories	P–24															
Yes, 1 grade only		21	28	45	64	42	48	20	43	10	18	7	6	43	70	65
Yes, 2 or more grades		18	14	18	10	47	25	21	18	53	39	73	69	11	1	5
No		62	58	38	19	11	28	51	36	28	42	20	22	46	29	31

L=Less than 1 percent.

Table 2.25.5.—Percent distribution of minority and white pupils in schools practicing various methods of assigning pupils to particular schools by level, for the United States, fall 1965

Practice for assignment of pupils to particular schools by level of school (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Elementary Schools	P–39														
Based on geographic area:															
No or few transfers allowed		42	44	32	31	42	40	37	36	34	36	44	45	44	42
Transfers frequently allowed		19	17	25	24	18	20	20	21	25	23	22	24	21	22
Open to all pupils		32	32	29	29	33	33	30	28	32	33	28	26	27	27
Other practice followed		7	6	12	13	6	6	11	12	9	7	5	4	7	8
Secondary Schools	P–39														
Based on geographic area:															
No or few transfers allowed		31	32	22	28	32	33	38	39	25	31	43	46	35	35
Transfers frequently allowed		13	12	19	14	17	16	15	11	15	14	25	30	14	14
Open to all pupils		49	51	38	39	45	47	25	41	50	50	28	22	44	45
Other practice followed		6	4	19	18	4	4	20	8	9	3	3	1	6	5

Table 2.25.6.—Percent distribution of white and Negro pupils in schools practicing various methods of assigning pupils to particular schools, by level, for metropolitan and nonmetropolitan areas, by region, fall 1965

Practice for assignment of pupils to particular schools by level of school	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Elementary Schools	P–39												
Based on geographic area:													
No or few transfers allowed		32	31	44	29	25	46	15	10	15	7	34	35
Transfers frequently allowed		25	24	17	12	10	14	16	8	12	22	17	14
Open to all pupils		29	29	32	53	62	39	39	54	49	44	43	48
Other practice followed		12	13	6	6	3	1	27	22	20	26	3	2
Secondary Schools	P–39												
Based on geographic area:													
No or few transfers allowed		22	28	32	33	33	28	9	12	12	15	25	20
Transfers frequently allowed		19	14	12	4	4	2	10	4	3	4	3	4
Open to all pupils		38	39	51	58	61	69	47	60	70	79	72	76
Other practice followed		19	18	4	5	1	L	32	22	14	2	----	----

Practice for assignment of pupils to particular schools by level of school	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Elementary Schools	P–39															
Based on geographic area:																
No or few transfers allowed		39	47	52	58	65	54	14	16	31	49	27	25	71	59	70
Transfers frequently allowed		33	28	16	18	16	12	35	33	25	18	34	39	21	33	21
Open to all pupils		20	18	27	22	17	31	35	26	21	33	39	37	3	6	7
Other practice followed		7	6	4	1	1	2	12	24	22	0	0	0	4	2	1
Secondary Schools	P–39															
Based on geographic area:																
No or few transfers allowed		37	24	30	35	32	38	6	35	63	50	6	6	46	42	58
Transfers frequently allowed		13	6	8	29	16	23	18	11	16	13	27	23	43	47	25
Open to all pupils		36	50	57	34	50	35	38	16	11	33	67	71	11	11	16
Other practice followed		14	20	5	----	----	----	36	36	9	4	----	----	----	----	----

L = Less than 1 percent.

Table 2.25.7.—Percent of minority and white pupils in schools which carry out grouping or tracking of students according to ability or achievement, by level, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Elementary Schools	P-80														
Yes, for all students		31	30	35	27	30	29	39	32	34	30	24	23	31	29
Yes, highest only		4	4	4	5	4	5	4	4	4	5	7	8	5	6
Yes, lowest only		3	2	5	1	3	2	4	1	2	1	3	2	3	2
No		53	55	43	60	54	58	40	50	50	53	58	61	52	56
No response		10	10	14	8	9	7	14	12	11	10	7	6	9	8
Secondary Schools	P-80														
Yes, for all students		59	60	50	49	61	62	75	73	63	63	62	74	65	65
Yes, highest only		12	11	20	16	16	14	12	11	12	11	22	18	14	12
Yes, lowest only		4	4	5	4	3	2	1	1	4	2	1	1	1	1
No		23	23	24	32	21	22	12	14	20	21	14	7	20	21
No response		2	2	2	1	1	0	1	1	1	3	0	0	1	1

Table 2.25.8.—Percent of white and Negro pupils in schools which carry out grouping or tracking of students according to ability or achievement, by level, in metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Elementary Schools	P–80												
Yes, for all		35	27	30	34	29	21	27	24	18	34	24	22
Yes, highest only		4	5	4	0	0	2	6	3	4	2	2	1
Yes, lowest only		5	1	2	2	1	5	5	3	3	2	0	0
No		43	60	55	57	63	66	49	63	58	45	67	71
No response		14	8	10	7	6	7	13	8	18	16	7	6
Secondary Schools	P–80												
Yes, for all		50	49	60	17	20	24	32	42	43	9	10	11
Yes, highest only		20	16	11	7	6	12	17	7	9	8	1	11
Yes, lowest only		5	4	4	17	14	12	6	5	5	4	L	2
No		24	32	23	57	57	48	40	44	40	77	89	77
No response		2	1	2	2	3	4	4	2	4	3	0	0

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Elementary Schools	P–80															
Yes, for all		61	45	43	30	32	31	34	22	35	39	40	46	27	22	28
Yes, highest only		3	15	6	3	4	3	4	0	0	2	1	2	7	10	11
Yes, lowest only		2	1	1	7	1	4	7	1	0	9	0	0	2	0	1
No		25	29	39	43	55	56	39	71	61	24	44	36	57	62	54
No response		10	10	12	17	8	6	16	6	4	26	16	16	8	6	7
Secondary Schools	P–80															
Yes, for all		85	79	79	72	91	83	33	10	50	57	83	80	80	80	85
Yes, highest only		4	14	11	1	7	7	45	29	23	12	2	2	19	20	13
Yes, lowest only		5	1	2	1	0	L	2	6	7	23	0	0	0	0	0
No		5	5	5	27	2	10	19	55	20	8	15	18	L	L	2
No response		1	1	3	0	0	0	1	0	0	0	0	0	0	0	0

L=Less than 1 percent.

Table 2.25.9.—Average percent of pupils in the lowest or highest track in schools attended by the average minority or white pupils, by level, for the United States, fall 1965

[NOTE.—Relates only to pupils in schools which carry out grouping according to ability or achievement]

Track and level (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Elementary Schools:															
Lowest track	P–83	26	24	32	23	28	25	33	24	28	24	29	26	28	23
Highest track	P–82	27	27	25	30	27	29	25	28	27	28	28	28	24	27
Secondary Schools:															
Lowest track	P–83	21	19	31	24	24	23	34	22	24	21	24	23	23	21
Highest track	P–82	20	21	17	17	20	19	20	20	24	20	19	18	19	19

Table 2.25.10.—Average percent of students in the lowest or highest track in schools attended by the average white or Negro pupil, by level, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—Relates only to pupils in schools which carry out grouping according to ability or achievement]

Track and level	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Elementary School:													
Lowest track	P–83	32	23	24	32	28	35	38	27	25	33	36	34
Highest track	P–82	25	30	27	28	34	32	30	32	33	33	33	32
Secondary Schools:													
Lowest track	P–83	31	24	19	22	15	19	38	29	22	38	33	31
Highest track	P–82	17	17	21	20	24	21	24	24	22	24	28	25

Track and level	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Elementary Schools:																
Lowest track	P–83	24	18	21	34	19	22	33	19	19	43	22	22	26	16	20
Highest track	P–82	17	27	25	26	24	27	28	34	32	23	19	20	19	22	25
Secondary Schools:																
Lowest track	P–83	25	22	21	24	18	18	30	14	14	29	16	17	35	32	18
Highest track	P–82	21	22	24	18	16	17	12	21	25	21	17	17	13	14	19

Table 2.25.11.—Percent distribution of minority and white pupils in schools with various policies for promoting slow learners, by level, for the United States, fall 1965

Policy in school regarding the promotion of slow learners (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Elementary Schools	P–89														
Repeat grades in which failed		34	35	32	39	30	33	32	37	22	27	23	26	33	36
Repeat courses failed		8	8	9	7	7	6	7	6	10	10	14	11	7	5
Slow learners not enrolled or transferred to other schools		1	2	1	2	1	2	1	1	2	2	1	3	1	2
Promoted with age group		42	42	37	36	49	46	45	40	51	48	46	44	43	43
No response		15	15	22	17	13	13	15	17	16	13	15	17	15	15
Secondary Schools	P–89														
Repeat grades in which failed		13	12	19	14	8	8	19	22	12	12	6	6	13	12
Repeat courses failed		67	67	67	76	76	77	69	67	70	75	81	80	69	71
Slow learners not enrolled or transferred to other schools		1	1	0	0	1	1	1	1	0	1	1	0	0	0
Promoted with age group		14	15	11	8	11	11	5	5	13	10	7	8	10	9
No response		4	5	2	2	4	2	5	5	4	3	5	6	8	8

NOTE.—L=Less than 1 percent.

Table 2.25.12.—Percent of white and Negro pupils in schools with various practices for promoting slow learners, by level, for metropolitan and nonmetropolitan areas, by region, fall 1965

Policy in school regarding the promotion of slow learners	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Elementary Schools	P–89												
Repeat grades in which failed		32	39	35	43	32	33	38	36	33	35	32	38
Repeat courses failed		9	7	8	3	5	16	24	19	17	15	14	18
Slow learners not enrolled or transferred to other schools		1	2	2	4	3	3	1	1	0	0	0	0
Promoted with age group		37	36	42	43	45	34	23	28	34	27	40	36
No response		22	17	15	7	16	14	14	16	16	24	15	8
Secondary Schools	P–89												
Repeat grades in which failed		19	14	12	12	11	13	21	23	13	3	1	3
Repeat courses failed		67	76	67	60	60	48	60	55	63	83	86	87
Slow learners not enrolled or transferred to other schools		0	0	1	L	L	L	1	L	L	L	2	1
Promoted with age group		11	8	15	21	19	29	16	20	22	12	11	9
No response		2	2	5	7	10	11	4	1	2	3	L	L

Policy in school regarding the promotion of slow learnars	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Elementary Schools	P–89															
Repeat grades in which failed		44	40	45	29	38	35	34	54	67	12	28	20	13	17	13
Repeat courses failed		0	1	2	7	1	1	7	5	8	9	2	0	0	0	0
Slow learners not enrolled or transferred to other schools		0	8	1	3	3	2	0	0	0	0	0	0	0	1	1
Promoted with age group		27	30	37	42	41	44	31	26	15	62	60	70	65	61	71
No response		29	21	15	19	16	18	28	15	9	17	10	10	21	21	15
Secondary Schools	P–89															
Repeat grades in which failed		8	15	11	4	36	14	44	L	L	3	37	35	0	0	0
Repeat courses failed		84	74	67	68	56	69	48	97	97	80	50	51	100	99	97
Slow learners not enrolled or transferred to other schools		0	0	0	L	2	6	1	L	L	0	0	0	0	0	0
Promoted with age group		5	7	14	24	3	8	7	3	3	17	14	15	0	1	3
No response		3	4	8	3	3	3	L	L	L	0	0	0	0	0	0

L=Less than 1 percent.

At the elementary level, the most frequently reported (table 2.25.5) assignment practices are based on some consideration of geographic area and open registration. Nationally, the percent of minority-group pupils in elementary schools which accept all pupils from a particular geographic area allowing no or few transfers ranges from a low of 32 percent for the Negro pupils to a high of 44 percent for the Oriental pupils. It appears that where geographic area is the basis for elementary school assignment, Negro pupils slightly more often are in schools which allow more frequent transfers than any other group. Twenty-five percent of Negro elementary pupils are in such schools. A primary explanation of these results may be the widespread adoption of free-choice plans following the Civil Rights Act of 1964. Summary data for the Nation as a whole indicates that the practice for assignment of the minority-group pupils other than Negroes is generally used also for white pupils who live in the same counties. However, in some regions of the country, significant variations in practices for assignment of whites and Negroes are evident. In the nonmetropolitan areas of the Southwest, principals of only 7 percent of the Negroes in elementary schools report assignment of pupils by area, allowing few or no transfers; the comparable percentage for whites in the same county is 34 percent. In this same region, "some other practice" is followed for assigning 26 percent of the Negro pupils but for only 3 percent of the white pupils in the same county. In the nonmetropolitan areas of the South, principals report that 39 percent of Negro pupils are in "open registration schools" but 54 percent of the white pupils are in such schools. These variations within the same school area suggest that the integration plans which were adopted in the South in the fall of 1965 operate differently in predominantly Negro schools than they do in predominantly white ones—or, at least, that the plans are interpreted and perceived differently by principals of the two sets of schools.

School assignment based on geographic area is somewhat less prevalent at the secondary level than at the elementary level. Nationally, 44 percent of all secondary pupils are in schools where geographic area is the basis for assignment and about three-fourths of this group are in schools which discourage transfers. Forty-nine percent attend "open registration" schools. On the national level, "open registration schools" are attended by a considerable proportion of whites, Mexican-Americans, Indian Americans, and pupils of the "other minority" group, but less so by Puerto Ricans, Orientals, and Negroes. Secondary schools employing "some other practice" for school assignment enroll 20 percent of the Puerto Ricans and 19 percent of the Negroes, but less than 10 percent of any other racial group. Regional differences in school assignment of white and Negro pupils in the secondary schools are very large in some instances. For example, only 6 percent of Negro pupils in metropolitan areas of the South are assigned to schools on a geographic basis with little opportunity for a transfer outside of the area but 35 percent of the whites in the same county are under this practice—again suggesting an asymmetric operation of the free choice plans. In this section of the country 36 percent of Negro pupils and white pupils in the same county attend schools which follow some other practice for school assignment. In this same region, proportionately twice as many Negroes as whites in the same county are attending "open registration" schools (38 percent as compared with 16 percent). This appears to indicate that many Negro schools in these areas are open to all students, but that the schools which the average white pupils attend in the same area are not open to all students.

In contrast to that region, 60 percent of white secondary pupils in the same county as Negroes in the nonmetropolitan South are in "open registration schools," but only 47 percent of the Negroes.

Ability grouping of pupils was begun many years ago and is now a widespread practice. Tables 2.25.7 and .8 present data about the ability-grouping system used by the schools (P–80). Nationally, the practice of ability or achievement grouping appears to be much more prevalent at the secondary level than at the elementary level. For the country as a whole, about 38 percent of all elementary school pupils and 75 percent of all secondary school pupils are in schools which practice some form of grouping or tracking.

Eighty-eight percent of the Puerto Rican high school students are in schools which group pupils—the highest proportion for any racial or ethnic group. The practice of grouping varies sharply in every region between schools attended by Negroes and whites in the same counties. In most regions more Negro students are enrolled in schools which group pupils—the largest difference being in the metropolitan areas of the South where 80 percent of the Negro pupils are in secondary schools which carry out grouping, but only 45 percent of the white pupils in the same counties. The area in which the largest proportion of elementary school children are grouped is the metropolitan Northeast region where 66 percent of the Negro students are in schools which group pupils as compared with 61 percent of the whites in the same county.

Whereas the practice of grouping or tracking secondary students is widespread for both whites and Negroes in the metropolitan areas of the Northeast and the West regions, the data indicate considerable variation in the metropolitan areas of the other regions. In the Midwest, 74 percent of the Negro pupils are in secondary schools which group pupils by ability or achievement, but 98 percent of the white pupils in the same counties were in such schools. The reverse is true, however, in the metropolitan South where far more Negro pupils are grouped (80 percent) than white pupils (45 percent).

At the elementary school level the data show that proportionately more minority group pupils than white pupils are enrolled in schools which group children according to ability or achievement. A large majority of the pupils attending schools which carry out grouping are in schools where all of the students in the school are grouped. Schools which provide for grouping or tracking programs of only children at the high or low extremes enroll only 7 percent of all the elementary pupils and 16 percent of all of the secondary pupils There are no differences between white students and the various racial groups in the percentage enrolled in elementary schools which carry out grouping only for highest or lowest achievers.

Principals also were asked to furnish data on the proportion of students in the lowest track (P–83) and in the highest track or group (P–82). These items pertained not only to those schools which group all students but also those which grouped only the highest or lowest achieving students. The data are presented in tables 2.25.9 and .10 in the form of averages which were computed from the data reported for questions P–82 and P–83.

Nationally, in schools which group students, the average student at both the elementary and secondary school level attends a school where the same proportions of students are assigned to the lowest track as to the highest track; the percentage being 27 in the elementary schools and 20 in the secondary schools. Comparisons between the data for minority groups as compared with whites in the same counties are noteworthy for Puerto Ricans and Negroes. About 10 percent more pupils are in the lowest tracks in elementary schools attended by Puerto Ricans and Negroes than in those schools attended by the average white pupil in the same counties. Schools attended by the average Negro have a lesser percentage of their students in the highest track (25 percent) than do the schools attended by the white students in the same county.

This result for Negroes is rather consistent across the Nation. In the nonmetropolitan areas of the South and in the metropolitan areas of all of the regions except the Northeast, the average Negro pupil attends a school where a larger percentage of pupils are in the lowest track. In the nonmetropolitan areas of the South, an average of 38 percent of the pupils are in the lowest track in schools attended by Negroes, as compared with 27 percent for whites in the same counties. The differences between Negroes and whites in the same counties are much larger in the metropolitan areas. There are also regional variations in the average proportion of pupils in the highest track in elementary schools attended by Negroes and whites. In most regions the average white pupil attends schools which have a slightly larger proportion of pupils in the highest track. This is especially the case in Northeast metropolitan areas where Negroes attend elementary schools which have an average of only 17 percent of the pupils in the highest track, whereas for white pupils the percentage is 27.

At the secondary level, minority pupils are in schools in which there are slightly more pupils in the lowest track, as compared with schools attended by white pupils in the same counties. Puerto Rican and Negro pupils attend secondary schools where 34 and 31 percent, respectively, of the student body is in the lowest track compared to 22 and 24 percent, respectively, for white pupils in the same county. There are no wide variations at the secondary level for the highest track; all of the percentages for the various racial groups fall within a range of 17 percent for Negroes, to 24 percent for Indian Americans. The exposure of Negro pupils to a secondary school where proportionately more pupils are in the lowest track is greater than that for white pupils in each region of the country. There are only slight differences between Negroes and whites in the same counties as regards to their enrollment in the highest track. In the metropolitan South the Negroes attend schools where an average of only 12 percent of the pupils are in the highest track while the percentage is 21 percent for schools attended by white pupils.

Various policies are utilized in different schools regarding the promotion of children who fail a subject. Tables 2.25.11 and .12 contain the data from principals concerning the promotional policy of slow learners in their schools (P–89).

Nationally, two policies account for promotion policies affecting three-fourths of all elementary pupils: 34 percent attend schools in which those who fail a subject must repeat the entire grade and 42 percent attend schools where the policy is to promote children along with their age group regardless of whether they have mastered the work. In a few instances (8 percent) elementary level pupils repeat only those courses in which they have failed.

There are consistent differences in promotion policies in elementary schools attended by the average white pupil as compared with those attended by the average minority pupil. In every case the minority-group students are less likely to be required to repeat an entire grade. For Negro students the percentage is 32 percent compared to 39 percent for the whites in the same county. There appear to be no such noticeable differences between the races in the elementary schools with regard to the policy of promotion with the age group.

Notable regional differences are evident in promotion practices for white and Negro pupils at the elementary level. In the nonmetropolitan areas of the North and West, 43 percent of the Negro slow learners are required to repeat a grade but only 32 percent of the white pupils in the same counties are required to do so. The policy is the reverse in the metropolitan areas of the Midwest, South, and Northwest where many more whites than Negroes are in schools where pupils must repeat the entire grade.

At the secondary level, school promotional policies usually involve repeating only those courses in which a failing grade was received (67 percent). Only 13 percent of pupils are in schools where the entire grade must be repeated. Though age is an important factor in promotion at the elementary level, only 14 percent of the secondary students are enrolled in schools where pupils are always promoted with their age group. There are no differences in the policies followed in schools attended by minority groups with the exception of the Negroes, 67 percent of whom are in secondary schools where the slow learners repeat courses failed as compared to 76 percent for the whites in the same county. Very sharp regional differences are noted in the policies regarding promotion of white and Negro slow learners in the metropolitan areas. In the Northeast, Midwest, and Southwest, more wihte pupils in counties with Negroes are required to repeat an entire grade than Negro pupils. Hence, in these areas the majority of the Negro slow learners are required to repeat only the courses failed. In the metropolitan areas of the South, while virtually all white pupils (97 percent) repeat only the failed courses, this percentage is 48 percent for Negro pupils; in these same areas 44 percent of the Negro pupils must repeat the entire grade. Only in the metropolitan areas of the West does there appear to be the same policy for both Negro and white pupils regarding promotion at the secondary level—all white and Negro pupils are required to repeat only the courses in which failing work is done.

2.26 Extracurricular activities

The various extracurricular activities examined include the 19 activities listed in question 90 of the principal's questionnaire together with an average over all the activities. The data are shown in tables 2.26.1, 2.26.2, 2.26.3, and 2.26.4 which give the percentages of pupils having the extracurricular activity named in the left-hand column.

The most important conclusion to be drawn from the four tables as a group is that there is little difference between the availability of extracurricular activities to minority groups and to whites. This is particularly true in secondary schools where we find that the average of the availability of the listed activities is 67 percent for Negroes, 68 percent for whites in the same counties, and 69 percent for whites. Similarly, there are no large differences between the various other minorities; the percentages for the various races are all approximately 70 percent. In elementary schools there is a small tendency for minority groups to have greater availability of extracurricular activities than whites. The average availability for Negroes in the whole Nation is 36 percent against 29 percent for whites in the same county and 31 percent for all whites.

Examining individual activities nationwide in elementary schools one finds no significant differences in availability for most of them although it is a little smaller for minority groups for school annual and band; it is a little larger for minority groups for student government, chorus, subject clubs, drama, social dances, and service clubs. These statements are true for both Negroes and other minority groups. In secondary schools the nationwide tendency for all minority groups is to have slightly less availability for the following activities: school newspaper, school annual, honor society, chess club, and debating team. Minority groups have slightly more availability for chorus, military cadets, hobby clubs, and social dances. For the other activities there is no particularly significant difference on a nationwide basis.

Table 2.26.1.—Percent of minority and white pupils in *elementary* schools having available extracurricular activities, for United States, fall 1965

Activity (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Student government	P-90a	33	31	40	34	30	27	36	32	36	34	48	43	38	34
School newspaper	P-90b	29	29	28	26	23	25	29	31	35	32	37	35	31	32
School annual	P-90c	16	17	10	15	16	16	14	16	25	23	20	18	14	17
Boys' interscholastic athletics	P-90d	44	43	41	43	55	53	44	41	51	48	47	42	46	45
Girls' interscholastic athletics	P-90e	27	26	26	26	35	31	29	26	36	33	32	29	27	27
Boys' intramural athletics	P-90f	51	49	49	50	62	61	49	49	58	56	60	58	57	57
Girls' intramural athletics	P-90g	43	42	42	43	55	55	42	45	47	45	52	49	49	49
Band	P-90h	71	72	66	76	71	73	63	69	64	67	76	79	71	75
Chorus	P-90i	55	53	66	49	53	46	59	54	55	52	60	58	56	52
Honor society	P-90j	7	7	8	8	7	6	7	7	6	8	14	12	6	5
Subject clubs	P-90k	13	12	19	10	12	8	19	15	12	10	20	13	15	11
Chess clubs	P-901	3	3	2	2	2	2	2	3	3	2	3	3	3	2
Hobby clubs	P-90m	11	11	13	10	10	10	11	11	13	12	11	10	10	10
Drama	P-90n	30	29	38	30	26	25	37	31	32	30	33	31	35	29
Debate team	P-90o	4	4	5	7	6	7	4	5	4	3	7	7	5	6
Social dances	P-90p	21	20	23	18	20	16	25	18	25	20	28	22	24	19
Military cadets	P-90q	0	1	0	0	0	0	0	1	0	0	0	0	0	0
Service clubs	P-90r	9	7	18	7	9	7	14	9	8	7	13	9	10	8
Religious clubs	P-90s	1	0	2	0	1	0	2	1	0	0	1	0	1	0
Average		32	31	36	29	34	30	33	31	33	31	36	33	32	30

Table 2.26.2.—Percent of white and Negro pupils in *elementary* schools having available extracurricular activities, for metropolitan and nonmetropolitan areas, by region, fall 1965

Activity	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Student government	P-90a	40	34	31	32	33	38	41	29	24	30	13	18
School newspaper	P-90b	28	26	29	39	34	43	25	30	26	8	10	6
School annual	P-90c	10	15	17	17	15	27	17	30	30	17	18	22
Boys' interscholastic athletics	P-90d	41	43	43	71	68	62	51	64	51	59	55	72
Girls' interscholastic athletics	P-90e	26	26	26	37	33	35	39	55	38	40	41	44
Boys' intramural athletics	P-90f	49	50	49	49	53	50	54	67	51	43	60	62
Girls' intramural athletics	P-90g	42	43	42	35	30	37	49	64	49	37	59	60
Band	P-90h	66	76	72	82	76	81	39	47	40	54	69	76
Chorus	P-90i	66	49	53	67	55	56	59	52	38	40	51	38
Honor society	P-90j	8	8	7	4	3	11	20	23	20	10	9	7
Subject clubs	P-90k	19	10	12	8	8	12	36	25	21	18	10	14
Chess clubs	P-90l	2	2	3	3	7	2	2	2	1	1	0	0
Hobby clubs	P-90m	13	10	11	15	7	9	15	9	6	12	0	10
Drama	P-90n	38	30	29	43	34	33	50	43	31	25	20	25
Debate team	P-90o	5	7	4	0	0	3	14	12	6	10	5	6
Social dances	P-90p	23	18	20	29	33	36	45	29	19	21	11	3
Military cadets	P-90q	0	0	1	0	3	1	0	0	0	0	0	0
Service clubs	P-90r	18	7	7	9	8	11	16	10	6	8	1	1
Religious clubs	P-90s	2	0	0	0	0	0	3	1	1	1	0	0
Average		36	29	31	30	31	38	38	36	31	33	30	27

Activity	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Student government	P-90a	37	36	27	32	29	25	39	32	21	30	5	12	57	59	67
School newspaper	P-90b	28	24	31	31	25	24	29	24	27	22	13	11	31	33	31
School annual	P-90c	8	5	7	9	3	7	10	19	13	13	33	28	0	1	3
Boys' interscholastic athletics	P-90d	22	20	22	43	37	46	38	44	22	43	59	54	34	25	22
Girls' interscholastic athletics	P-90e	19	15	14	17	16	17	21	15	6	29	47	43	25	17	18
Boys' intramural athletics	P-90f	43	40	44	54	42	52	33	32	23	47	47	54	78	76	61
Girls' intramural athletics	P-90g	37	39	40	39	29	39	26	22	18	40	46	54	74	63	50
Band	P-90h	67	79	73	77	87	86	66	85	85	52	36	33	95	97	94
Chorus	P-90i	75	78	69	75	56	51	61	25	26	39	51	47	87	63	67
Honor society	P-90j	1	1	1	3	0	2	8	10	7	11	3	1	0	0	0
Subject clubs	P-90k	15	14	17	20	7	7	15	3	10	14	3	2	12	5	5
Chess clubs	P-90l	2	4	7	7	1	2	1	2	2	0	0	0	4	4	3
Hobby clubs	P-90m	16	12	18	14	11	9	8	10	7	24	33	34	11	10	4
Drama	P-90n	34	29	32	36	26	29	35	24	23	33	17	2	37	31	36
Debate team	P-90o	1	2	3	0	0	0	3	10	6	16	8	8	0	4	2
Social dances	P-90p	9	10	14	15	11	16	20	20	23	22	16	12	15	8	8
Military cadets	P-90q	0	0	0	1	1	1	0	0	0	0	0	0	0	0	1
Service clubs	P-90r	20	7	4	22	8	9	21	8	11	26	1	3	15	7	3
Religious clubs	P-90s	0	0	0	0	0	1	4	0	0	2	0	0	0	0	0
Average		25	28	32	34	25	26	39	34	21	40	26	25	39	32	31

Table 2.26.3.—Percent of minority and white pupils in *secondary* schools having available extracurricular activities, for the United States, fall 1965

Activity (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Student government	P–90a	91	91	90	92	85	86	97	97	94	94	98	99	95	96
School newspaper	P–90b	88	89	80	91	89	92	95	97	86	89	97	98	92	93
School annual	P–90c	93	95	79	96	94	97	93	97	94	96	97	99	94	97
Boys' interscholastic athletics	P–90d	94	98	95	97	94	94	90	98	98	99	99	99	97	98
Girls' interscholastic athletics	P–90e	54	54	57	57	58	54	33	43	59	57	37	42	50	47
Boys' intramural athletics	P–90f	77	78	75	72	66	64	64	69	79	77	72	69	79	78
Girls' intramural athletics	P–90g	77	77	80	80	67	71	80	74	79	79	77	84	79	81
Band	P–90h	94	95	91	91	92	92	88	95	92	96	98	99	96	96
Chorus	P–90i	93	93	96	93	90	89	97	96	93	94	100	100	95	95
Honor society	P–90j	79	80	71	78	75	76	68	83	74	79	68	76	73	78
Subject clubs	P–90k	87	86	87	88	87	86	85	91	85	87	94	91	90	90
Chess clubs	P–90l	28	29	21	25	24	30	38	47	26	28	35	53	36	38
Hobby clubs	P–90m	49	49	49	44	45	44	44	59	50	48	49	55	53	53
Drama	P–90n	93	93	92	89	95	93	93	95	89	91	92	91	93	92
Debate team	P–90o	50	52	39	48	51	54	32	43	46	50	50	51	52	53
Social dances	P–90p	87	87	88	74	82	81	91	89	86	83	93	94	89	87
Military cadets	P–90q	8	7	12	7	13	10	8	6	8	7	30	21	11	10
Service clubs	P–90r	61	60	66	71	61	64	50	67	54	57	88	89	75	74
Religious clubs	P–90s	9	8	9	11	9	10	29	10	10	7	16	17	11	11
Average		68	69	67	68	67	67	66	70	67	68	72	74	71	71

Between metropolitan and nonmetropolitan areas one finds large differences in availability of activities but there seems to be no consistent pattern of such differences so far as Negroes are concerned. For example, boys' interscholastic athletics is definitely more available to elementary school pupils in nonmetropolitan areas, but this is as true of Negroes as whites. Looking at individual regions we find that some regional percentages differ markedly from the nationwide percentages, but, again, the differences usually appear to be much the same for Negroes as whites. In secondary schools there are differences with respect to race, especially in the nonmetropolitan South. There we find Negroes have relatively more availability than whites with respect to a number of items: student government, boys' and girls' intramural athletics, band, chorus, subject clubs, drama, and social dances. Negroes have relatively less availability in the nonmetropolitan South than in the Nation with respect to two items: school newspaper, school annual. Such relative differences are much less noticeable in the metropolitan South. In the Southwest region we find relative differences in both the nonmetropolitan and the metropolitan areas. Negroes gain relatively over whites in the nonmetropolitan Southwest with respect to student government, boys' interscholastic athletics, boys' and girls' intramural athletics, hobby clubs, debating teams, social dances, and lose with respect to school newspaper, school annual, honor society, chess clubs. In the metropolitan Southwest Negroes gain relatively in intramural athletics, chess clubs, hobby clubs, debating teams, social dances, service clubs, and lose relatively in school newspaper. Summarizing all these observations, it may be fair to state that there is some small tendency for Negroes to have less availability than whites in academically oriented activities and more availability than whites in athletics and more socially oriented activities.

2.27 *Summary of inequalities in school characteristics*

There are some definite and systematic directions of difference between the schools attended by minorities and those attended by the majority. It appears to be in the most academically related areas that the schools of minority pupils show the most consistent deficiencies. There are fewer physics laboratories, there are fewer books per

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Table 2.26.4.—Percent of white and Negro pupils in *secondary* schools having available extracurricular activities, for metropolitan and nonmetropolitan areas, by region, fall 1965

Activity	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Student government	P-90a	90	92	91	91	88	90	85	71	72	83	79	73
School newspaper	P-90b	80	91	89	71	70	72	50	71	81	67	83	71
School annual	P-90c	79	96	95	96	97	98	50	88	92	69	91	93
Boys' interscholastic athletics	P-90d	95	97	98	99	98	99	97	100	100	96	100	93
Girls' interscholastic athletics	P-90e	57	57	54	32	36	32	80	83	69	89	64	81
Boys' intramural athletics	P-90f	75	72	78	65	65	86	86	69	66	93	73	47
Girls' intramural athletics	P-90g	80	80	77	65	69	70	81	69	63	85	39	34
Band	P-90h	91	91	95	90	89	97	80	68	76	84	80	81
Chorus	P-80i	96	93	93	99	97	88	92	75	78	88	79	77
Honor society	P-90j	71	78	80	56	56	72	60	55	67	67	89	77
Subject clubs	P-90k	87	88	86	78	76	65	83	67	77	73	80	79
Chess clubs	P-90l	21	25	29	8	9	10	3	5	8	3	35	16
Hobby clubs	P-90m	49	44	49	38	39	37	20	12	23	36	11	29
Drama	P-90n	92	89	93	75	78	91	87	70	75	91	82	88
Debate team	P-90o	39	48	52	43	46	48	27	30	36	80	72	67
Social dances	P-90p	88	74	87	98	97	96	78	60	67	86	46	43
Military	P-90q	12	7	7	1	1	1	1	1	1	0	0	0
Service clubs	P-90r	66	71	60	42	40	42	41	36	47	43	49	36
Religious clubs	P-90s	9	11	8	8	8	6	11	7	15	1	0	2
Average		67	68	69	60	61	62	60	54	58	65	60	57

Activity	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Student government	P-90a	99	98	95	77	100	95	92	100	99	91	94	99	100	100	100
School newspaper	P-90b	95	96	93	99	100	97	87	100	100	66	96	94	100	100	100
School annual	P-90c	92	95	88	76	100	96	88	100	100	84	100	100	100	100	100
Boys' interscholastic athletics	P-90d	80	95	95	100	100	97	93	93	100	95	100	100	100	100	100
Girls' interscholastic athletics	P-90e	51	65	60	50	56	43	45	51	80	89	100	97	38	11	35
Boys' intramural athletics	P-90f	46	60	84	66	61	76	82	93	96	85	75	77	72	58	59
Girls' intramural athletics	P-90g	79	79	83	68	65	82	82	100	100	86	76	78	83	87	79
Band	P-90h	92	99	97	100	100	100	93	97	100	99	96	100	100	100	100
Chorus	P-90i	100	100	100	100	100	100	94	97	100	99	86	82	100	100	100
Honor society	P-90j	72	73	92	69	89	86	87	93	89	90	93	94	62	79	64
Subject clubs	P-90k	86	89	92	77	100	99	91	96	98	96	96	100	100	98	93
Chess clubs	P-90l	54	62	43	30	47	52	14	12	13	41	1	4	31	40	56
Hobby clubs	P-90m	69	77	72	65	67	77	53	38	33	57	0	0	65	74	57
Drama	P-90n	92	99	98	93	94	99	94	93	94	100	100	97	100	100	100
Debate team	P-90o	27	53	46	49	82	69	42	46	58	68	54	63	37	35	48
Social dances	P-90p	99	100	100	96	99	100	82	55	77	94	40	44	96	97	91
Military	P-90q	18	20	6	10	6	14	19	2	4	8	0	3	22	23	25
Service clubs	P-90r	65	71	69	89	82	71	69	93	93	84	26	32	94	95	84
Religious clubs	P-90s	13	5	3	2	32	15	3	3	8	7	2	5	24	25	5
Average		70	74	73	69	77	77	68	70	75	74	64	65	74	73	72

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student in libraries, texts are less often in sufficient supply, schools are less often accredited, students who fail a subject are less likely to repeat a grade, they are less often in schools with intensive testing, academically related extracurricular activities are less, the curriculum less often is built around an academic program. This is merely one area of difference between these schools, but many of the deficiences of school facilities and program in schools attended by minorities are related to this area. Insofar as any school facilities are important for learning (a question that will be examined in sec. 3.2), these might be among the more important. At the same time, these differences in facilities and programs must not be overemphasized. In many cases, they are not large. Regional differences between schools are usually considerably greater than minority-majority differences.

2.3 Characteristics of staff

2.31 Social background of teachers

In the Nation, there is considerable evidence that Negro pupils are more likely to be taught by teachers who are locality-based, in the sense that they are products of the area in which they teach and that they secured their public school training nearby. This is true at both elementary and secondary levels: more teachers of Negro pupils have lived most of their lives in the local county and a higher proportion were graduated from high school in the county in which they teach. However, at neither elementary nor secondary levels are teachers of Negro pupils more likely to be trained in in-State colleges (table 2.31.1).

Table 2.31.1.—For the average minority and white pupil in elementary schools and in secondary schools—the percent of teachers in his school who lived most of their lives and were educated in the local area, for the United States, fall 1965

[NOTE.—Local area=county of current residence]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
ELEMENTARY SCHOOLS															
Percent of teachers who—															
Spent most of their lives in the local area	T–3	42	40	53	42	37	35	54	45	35	34	39	37	40	38
Graduated from the local high school	T–7	34	33	45	32	30	27	46	36	28	26	31	29	33	29
Attended an in-State college	T–15	75	75	75	75	73	73	79	78	71	72	68	68	70	70
SECONDARY SCHOOLS															
Percent of teachers who—															
Spent most of their lives in the local area	T–3	35	34	41	35	31	30	55	46	31	30	36	32	35	33
Graduated from the local high school	T–7	29	28	35	28	25	24	49	39	25	25	28	25	28	26
Attended an in-State college	T–15	71	71	69	72	69	70	75	72	68	69	58	56	64	65

Table 2.31.2.—For the average white and Negro pupil in elementary schools and in secondary schools—the percent of teachers in his school who lived most of their lives and were educated in the local area, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE—Local area=county of current residence]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
ELEMENTARY SCHOOLS													
Percent of teachers who—													
Spent most of their lives in the local area	T–3	53	42	40	34	36	40	54	59	55	40	32	31
Graduated from the local high school	T–7	45	32	33	27	31	35	41	41	42	32	21	22
Attended an in-State college	T–15	75	75	75	68	69	79	86	88	80	88	85	79
SECONDARY SCHOOLS													
Percent of teachers who—													
Spent most of their lives in the local area	T–3	41	35	34	21	22	23	38	45	48	35	31	28
Graduated from the local high school	T–7	35	28	28	19	20	21	32	37	39	30	24	24
Attended an in-State college	T–15	69	72	71	58	59	68	82	84	83	93	87	86

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
ELEMENTARY SCHOOLS																
Percent of teachers who—																
Spent most of their lives in the local area	T–3	64	53	51	55	40	39	69	37	37	35	18	18	24	29	24
Graduated from the local high school	T–7	61	48	46	47	31	30	61	30	27	27	13	11	18	20	19
Attended an in-State college	T–15	75	75	79	67	77	77	82	77	75	77	89	86	46	51	46
SECONDARY SCHOOLS																
Percent of teachers who—																
Spent most of their lives in the local area	T–3	62	50	49	34	30	31	52	33	41	37	19	20	22	25	25
Graduated from the local high school	T–7	53	43	44	28	24	24	47	26	32	29	14	14	16	17	16
Attended an in-State college	T–15	68	65	71	51	65	70	76	74	71	75	88	91	51	54	53

Table 2.31.3.—For the average minority and white pupil in elementary schools and in secondary schools—size of local area in which teachers in his school lived most of their lives; for the United States, fall 1965

[NOTE.—Scored on a scale from 1–6; 6 is large]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Elementary schools	T–4	2.7	2.6	3.2	2.8	2.7	2.6	3.1	2.9	2.6	2.5	2.9	2.8	2.9	2.8
Secondary schools	T–4	2.8	2.7	3.2	2.8	2.7	2.6	4.0	3.7	2.8	2.7	3.4	3.2	3.0	2.9

Table 2.31.4.—For the average white and Negro pupil in elementary schools and in secondary schools—size of local area in which teachers in his school lived most of their lives; for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—Scored on a scale from 1–6; 6 is large]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
(1)	(2)	N (3)	W(N) (4)	W (5)	N (6)	W(N) (7)	W (8)	N (9)	W(N) (10)	W (11)	N (12)	W(N) (13)	W (14)
Elementary schools	T–4	3.2	2.8	2.6	2.2	2.1	2.0	2.2	1.8	1.8	2.4	2.3	2.3
Secondary schools	T–4	3.2	2.8	2.7	2.2	2.2	2.1	2.3	1.9	1.9	2.3	2.0	1.9

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
(1)	(2)	N (15)	W(N) (16)	W (17)	N (18)	W(N) (19)	W (20)	N (21)	W(N) (22)	W (23)	N (24)	W(N) (25)	W (26)	N (27)	W(N) (28)	W (29)
Elementary schools	T–4	4.3	4.0	3.5	3.9	3.0	2.8	3.3	2.8	2.8	2.9	2.1	2.2	3.7	3.5	3.1
Secondary schools	T–4	4.5	4.1	3.6	3.4	2.9	3.0	3.3	2.9	3.0	3.0	2.0	2.0	3.6	3.6	3.2

Table 2.31.5.—For the average minority and white pupil in elementary schools and in secondary schools—educational attainment of the fathers and mothers of teachers in his school, for the United States, fall 1965

[NOTE.—Educational attainment scored from 1–8 (lowest to highest); 4 represents high school graduates]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Elementary schools:															
Father of teacher	T–9	3.6	3.6	3.3	3.8	3.5	3.7	3.4	3.6	3.5	3.6	3.6	3.7	3.6	3.8
Mother of teacher	T–10	3.7	3.7	3.5	3.9	3.7	3.8	3.5	3.7	3.7	3.7	3.8	3.9	3.8	3.8
Secondary schools:															
Father of teacher	T–9	3.6	3.6	3.4	3.8	3.6	3.6	3.5	3.7	3.6	3.7	3.7	3.8	3.7	3.8
Mother of teacher	T–10	3.8	3.8	3.6	3.9	3.9	3.9	3.5	3.6	3.8	3.8	3.7	3.8	3.8	3.9

Table 2.31.6.—For the average white and Negro pupil in elementary schools and in secondary schools—educational attainment of the fathers and mothers of teachers in his school, for metropolitan and nonmetropolitan areas, by region, fall 1965

[Note.—Educational attainment scored from 1-8 (lowest to highest); 4 represents high school graduate]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Elementary schools:													
Father of teacher	T–9	3. 3	3. 8	3. 6	3. 2	3. 2	3. 2	2. 6	3. 3	3. 4	3. 2	3. 6	3. 6
Mother of teacher	T–10	3. 5	3. 9	3. 7	3. 4	3. 3	3. 5	2. 9	3. 6	3. 5	3. 6	3. 7	3. 7
Secondary schools:													
Father of teacher	T–9	3. 4	3. 8	3. 6	3. 3	3. 3	3. 5	2. 9	3. 6	3. 6	3. 1	3. 7	3. 5
Mother of teacher	T–10	3. 6	3. 9	3. 8	3. 6	3. 6	3. 9	3. 3	3. 9	3. 8	3. 7	3. 8	3. 8

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Elementary schools:																
Father of teacher	T–9	3. 7	4. 0	3. 8	3. 6	3. 6	3. 6	3. 1	4. 0	4. 1	3. 6	3. 2	3. 5	4. 1	4. 1	4. 1
Mother of teacher	T–10	3. 6	3. 7	3. 7	3. 7	3. 6	3. 6	3. 5	4. 1	4. 2	3. 8	3. 6	3. 8	4. 1	4. 2	4. 2
Secondary schools:																
Father of teacher	T–9	3. 7	3. 8	3. 6	3. 6	3. 5	3. 6	3. 3	4. 1	4. 1	3. 2	3. 3	3. 4	4. 0	3. 9	3. 9
Mother of teacher	T–10	3. 5	3. 7	3. 5	3. 7	3. 7	3. 8	3. 8	4. 3	4. 3	3. 4	3. 4	3. 7	4. 1	4. 0	4. 0

At the same time, both overall and specifically by region, Negro pupils are more likely to have teachers who have lived in larger towns and cities, compared to the teachers of white pupils. There are two regional instances in which the average size of community of predominant residence is the same, but in no instance, at either secondary or elementary level, is the average size smaller than for teachers of whites. Thus, teachers of Negro pupils in urban areas tend to come from the same city in which they are teaching, and and tend to come from larger cities.

There is a distinct tendency for Puerto Rican pupils to attend schools with higher proportions of local residents and products of local high schools on the faculty, compared to whites, but this tendency is very small for other minority groups. Teachers of Negro students grew up in homes in which the educational attainments of parents were, on the average, somewhat less than is the case for the teachers of white students. The difference is most pronounced in the metropolitan South, and generally the magnitude of the difference is greater for the fathers than for the mothers of teachers.

In general, the average member of any other minority group attends a school in which the educational attainments of the parents of teachers are not as high as is the case for comparable whites. This difference is somewhat more pronounced where teachers of Puerto Ricans are concerned.

Highlights.—Compared to the teachers of the average white pupil, the teacher of the average Negro student is—

- —more likely to have lived most of his life in the current county.
- —more likely to have finished high school in the current county.
- —as likely to have attended college within the State.
- —more likely to have lived much of his life in a large city.
- —less likely to have well educated parents (especially pronounced in South).

2.32 *Personal characteristics of teachers and principals*

In the Nation's elementary schools, the average student, whether majority or minority, attends a school in which most of the teachers are female. Generally, no race differences in the sex composition of faculties is observed. Similarly, there are no gross differences in the average age of teachers. The average Negro pupil, as the average white pupil, whether at the elementary or secondary level, is taught by teachers with an average age near 40 depending on the particular region and level. There is clearly no tendency for the teachers of one group of pupils to be either more mature or more recently trained.

There are sharp differences in the racial composition of the faculty. For the Nation as a whole, the average Negro elementary student attends a school in which 65 percent of the faculty are Negro and the average white elementary student attends a school in which 97 percent of the faculty are white; white teachers are more predominant at the secondary level, where the corresponding figures are 59 and 97 percent. Regional variation is substantial; even so, in every region, at both elementary and secondary levels, white students are more likely than Negro students to be taught by white teachers. This racial matching of teachers to student is most pronounced in the South, where by tradition it has been complete. Thus, in the metropolitan South, the average white elementary student attends a school in which 96 percent of the teachers are white and the average Negro attends a school in which 96 percent of the teachers are Negro. In the metropolitan Midwest, 2 percent of the teachers are Negro in schools attended by the average white, while 40 percent of the teachers are Negro in schools attended by the average Negro. Inspection suggests that the matching process is least developed at the secondary level in the metropolitan West, though even here it occurs to some extent.

No different impressions form from a similar analysis of the race of school principals in relation to the race of students. For the Nation, 61 percent of Negro secondary students attend schools with Negro principals, and 95 percent of white students attend schools with white principals. Negro principals are rare outside the Southern States, yet wherever they appear they tend to be in charge of schools with a concentration of Negro students.

Every minority group, whether Mexican, Puerto Rican, Indian, or Oriental, is more likely than whites in the same county to be taught by Negro teachers: thus, the average Oriental elementary pupil attends a school in which 15 percent of the teachers are Negro, and this figure is 4 percent for the average white in the same county. But the typical teacher for any minority group student is white: at the elementary level the percentage of white teachers ranges from 67 percent for the Puerto Ricans to 83 percent for American Indians and in high schools the range is from 76 percent for the Orientals to 88 percent for American Indians. Among the various minority groups (excluding Negroes), only Orientals seem to be represented in the teaching profession in any force; note that in secondary schools 15 percent of the

Table 2.32.1.—For *elementary* schools attended by the average minority and white pupil—percent of teachers of given sex, race, or origin, and average age of teachers, for the United States, fall 1965

[NOTE.—All figures are average percentages for the average pupil, except age of teachers]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Average age	T-2	40	40	39	40	40	40	38	40	39	40	39	39	39	39
Sex, male	T-1	17	17	16	14	19	19	18	16	20	19	20	18	18	18
Teacher's race or origin	T-5														
Negro		12	2	65	11	19	4	30	6	14	3	15	4	20	5
White		86	97	32	87	78	93	67	92	83	95	79	90	76	93
Mexican American		1	0	1	1	1	1	1	1	1	1	1	1	1	1
Puerto Rican		0	0	1	0	0	0	0	0	0	0	0	0	0	0
American Indian		0	0	0	0	0	0	0	0	1	1	0	0	0	0
Oriental		0	0	1	0	1	1	1	0	1	0	5	5	2	1
Other		0	0	1	0	0	0	0	0	0	0	1	1	1	0

Table 2.32.2.—For *elementary* schools attended by the average white and Negro pupil—percent of teachers of given sex, race or origin, and average age of teachers, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—All figures are average percentages for the average pupil, except age of teachers]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Average age	T–2	39	40	40	39	40	42	39	43	43	40	41	41
Sex, male	T–1	16	14	17	23	21	19	16	17	16	18	15	21
Teacher's race or origin	T–5												
Negro		65	11	2	17	2	1	90	18	2	75	7	1
White		32	87	97	82	97	99	8	81	96	24	91	96
Mexican American		1	1	0	0	0	0	1	1	1	1	1	2
Puerto Rican		1	0	0	0	0	0	1	0	0	0	0	0
American Indian		0	0	0	0	0	0	0	0	0	0	0	0
Oriental		1	0	0	0	0	0	0	0	0	0	0	0
Other		1	0	0	0	0	0	1	0	0	0	0	1

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Average age	T–2	37	39	38	38	38	38	39	38	37	39	40	39	38	39	38
Sex, male	T–1	17	14	18	18	17	19	10	7	8	16	14	12	19	18	22
Teacher's race or origin	T–5															
Negro		31	11	2	40	3	2	96	14	4	65	17	1	22	4	2
White		67	88	97	58	96	98	2	85	96	32	82	98	69	91	95
Mexican American		0	0	0	1	0	0	1	0	0	0	0	0	1	1	1
Puerto Rican		0	0	0	1	0	0	1	0	0	1	0	0	1	0	0
American Indian		0	0	0	0	0	0	0	1	0	0	1	1	1	0	0
Oriental		0	0	0	0	0	0	0	0	0	0	0	0	5	3	2
Other		1	0	0	1	0	0	0	0	0	1	0	0	2	0	0

Table 2.32.3.—For *secondary* schools attended by the average minority and white pupil—percent of teachers of given sex, race or origin, and average age of teachers, for the United States, fall 1965

[NOTE.—All figures are average percentages for the average pupil, except age of teachers]

Item	Question number	All	W	N	W(N)	M	W(M)	PR	W(PR)	AI	W(AI)	OR	W(OR)	OT	W(OT)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Average age	T–2	37	36	37	36	37	37	38	38	36	36	38	37	37	37
Sex, male	T–1	55	56	49	49	57	57	53	55	59	59	56	57	55	55
Teacher's race or origin	T–5														
Negro		10	2	59	6	10	3	16	3	8	2	6	3	13	3
White		89	97	38	93	87	94	81	94	88	95	76	81	83	93
Mexican American		1	1	1	1	2	2	1	1	1	1	1	1	1	1
Puerto Rican		0	0	1	0	0	0	1	0	0	0	0	0	0	0
American Indian		0	0	0	0	0	0	0	0	2	1	0	0	0	0
Oriental		0	0	0	0	0	0	1	1	0	0	15	13	2	2
Other		0	0	1	0	0	0	1	1	0	0	2	2	1	0

Table 2.32.4.—For *secondary* schools attended by the average white and Negro pupil—percent of teachers of given sex, race or origin, and average age of teachers, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—All figures are average percentages for the average pupil, except age of teachers]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Average age	T–2	37	36	36	35	34	36	35	38	38	36	38	37
Sex, male	T–1	49	49	56	59	59	59	42	47	46	49	51	55
Teacher's race or origin	T–5												
Negro		59	6	2	11	4	2	85	3	2	70	2	1
White		38	93	97	88	95	97	13	97	98	27	98	98
Mexican American		1	1	1	0	0	0	1	0	0	0	0	1
Puerto Rican		1	0	0	0	0	0	1	0	0	0	0	0
American Indian		0	0	0	0	0	0	0	0	0	0	0	0
Oriental		0	0	0	0	0	0	0	0	0	0	0	0
Other		1	0	0	0	0	0	0	0	0	2	0	0

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Average age	T–2	40	39	38	37	36	36	37	34	34	38	35	35	39	38	39
Sex, male	T–1	51	51	58	54	56	59	44	37	36	52	60	63	57	59	59
Teacher's race or origin	T–5															
Negro		18	9	2	35	2	1	94	5	1	77	26	0	14	9	2
White		79	89	96	64	97	97	3	93	99	20	69	96	82	87	94
Mexican American		0	0	1	0	1	1	1	1	0	1	2	3	2	2	1
Puerto Rican		1	0	0	0	0	0	1	0	0	0	0	0	1	0	0
American Indian		0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Oriental		0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Other		1	1	0	0	0	0	1	0	0	1	3	0	0	0	0

Table 2.32.5.—Percent of *elementary* white and minority pupils having principals of given sex, race or origin, and average age of principals, for the United States, fall 1965

[NOTE.—All figures are percent of pupils, except average age of principals]

Item	Question number	All	W	N	W(N)	M	W(M)	PR	W(PR)	AI	W(AI)	OR	W(OR)	OT	W(OT)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Average age	P–58	46	46	48	46	47	46	48	47	47	46	46	46	46	46
Sex, male	P–59	80	80	76	81	81	84	77	82	84	84	89	88	82	85
Principal's race or origin	P–67														
Negro		10	1	56	9	16	3	27	5	11	3	12	2	17	3
White		85	95	39	88	79	94	71	93	80	90	77	88	79	93
Puerto Rican		0	0	0	0	1	0	0	0	0	0	0	0	0	0
Mexican American		0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian		0	0	0	1	0	0	0	0	2	1	1	0	0	0
Oriental		0	0	0	0	0	0	0	0	0	0	4	4	1	1
Other		0	0	0	0	0	0	0	0	0	0	1	1	0	0

Table 2.32.6.—Percent of *elementary* white and Negro pupils having principals of given sex, race or origin, and average age of principals, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—All figures are percent of pupils, except age of principals]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Average age	P-58	48	46	46	42	42	44	47	45	46	49	44	47
Sex, male	P-59	76	81	80	85	89	86	84	87	89	69	94	96
Principal's race or origin	P-67												
Negro		56	9	1	13	0	0	86	16	2	69	9	1
White		39	88	95	79	93	90	7	80	91	24	87	97
Puerto Rican		0	0	0	0	0	0	1	1	0	1	1	0
Mexican American		0	0	0	0	0	0	0	0	0	0	0	0
American Indian		0	1	0	0	0	0	0	0	0	0	0	0
Oriental		0	0	0	0	0	0	0	0	0	0	0	0
Other		0	0	0	0	0	0	0	0	0	0	1	1

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Average age	P-58	50	49	47	46	44	45	50	47	45	54	52	52	47	45	43
Sex, male	P-59	60	64	69	75	76	73	70	77	67	68	75	74	92	96	92
Principal's race or origin	P-67															
Negro		9	2	1	28	1	0	94	14	2	64	14	0	3	0	0
White		86	97	97	69	95	94	1	83	97	29	86	100	95	92	99
Puerto Rican		0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Mexican American		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian		0	0	0	0	3	2	0	3	0	0	0	0	0	0	0
Oriental		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other		0	0	0	0	0	0	1	0	0	0	0	0	0	0	0

Table 2.32.7.—Percent of *secondary* white and minority pupils having principals of given sex, race or origin, and average age of principals, for the United States, fall 1965

[NOTE.—All figures are percent of pupils, except age of principals]

Item	Question number	All	W	N	W(N)	M	W(M)	PR	W(PR)	AI	W(AI)	OR	W(OR)	OT	W(OT)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Average age	P-58	47	47	49	46	47	47	50	49	47	47	50	48	48	48
Sex, male	P-59	98	98	97	93	98	98	94	96	99	99	98	99	98	98
Principal's race or origin	P-67														
Negro		10	1	61	3	9	1	12	1	7	1	3	0	12	1
White		87	95	37	95	89	96	81	94	91	97	76	80	83	93
Puerto Rican		0	0	0	1	1	0	0	0	0	0	0	0	0	0
Mexican American		0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oriental		0	0	0	0	0	0	1	1	0	0	19	19	3	3
Other		0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 2.32.8.—Percent of *secondary* white and Negro pupils having principals of given sex, race or origin, and average age of principals, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—All figures are percent of pupils, except age of principals]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
(1)	(2)	N (3)	W(N) (4)	W (5)	N (6)	W(N) (7)	W (8)	N (9)	W(N) (10)	W (11)	N (12)	W(N) (13)	W (14)
Average age	P–58	49	46	47	46	44	47	47	43	43	47	41	44
Sex, male	P–59	97	93	98	100	100	98	96	98	97	96	92	96
Principal's race or origin	P–67												
Negro		61	3	1	8	0	0	85	4	0	68	1	0
White		37	95	95	79	88	87	10	91	94	25	96	98
Puerto Rican		0	1	0	0	0	0	1	4	2	2	0	0
Mexican American		0	0	0	0	0	0	0	0	0	0	0	0
American Indian		0	0	0	0	0	0	0	0	0	0	0	0
Oriental		0	0	0	0	0	0	0	0	0	0	0	0
Other		0	0	0	0	0	0	0	0	0	0	0	0

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
(1)	(2)	N (15)	W(N) (16)	W (17)	N (18)	W(N) (19)	W (20)	N (21)	W(N) (22)	W (23)	N (24)	W(N) (25)	W (26)	N (27)	W(N) (28)	W (29)
Average age	P–58	52	52	51	46	45	48	51	46	43	52	42	42	47	49	48
Sex, male	P–59	88	79	98	97	75	96	99	100	100	96	100	100	100	100	100
Principal's race or origin	P–67															
Negro		22	4	0	36	4	4	97	5	0	82	0	0	10	0	0
White		75	95	99	64	95	95	3	95	100	18	100	100	90	100	100
Puerto Rican		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mexican American		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oriental		0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Other		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Oriental students and 13 percent of the white students in those counties are taught by Orientals.

Analagous observations apply at the level of the school administration. Every minority group is more likely than comparable whites to attend a school with a Negro principal. On the other hand, the typical principal in schools attended by those minorities is white: the range is from 76 to 91 percent. And, only Orientals hold appointments as principals with any frequency at all.

Highlights.—Compared to the teacher of the average white pupil, the teacher of the average Negro pupil is

—more often male in the metropolitan South, more often female in the metropolitan Southwest, at least at the secondary level.

—as likely to be old, as likely to be young.

—much more likely to be Negro in every region.

—much more likely to serve under a Negro principal.

2.33 Education and background

There is no relation between race of pupil and the amount of training the teacher has, as measured by highest degree earned (tables 2.33.1 to .4). The average values are equal for each region. Negro pupils are, then, neither more nor less likely to be taught by teachers with advanced degrees.

The average Negro pupil is likely, however, to be taught by teachers who score less well on a short 30-item verbal facility test that was administered to teachers on a voluntary basis. In every region at the elementary level, and in every region at

Table 2.33.1.—Verbal facility, educational attainment, and experience of *elementary* school teachers and counselors [1] in schools attended by the average minority and white pupil, for the United States, fall 1965

[NOTE.—See text for explanation of items and scoring]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Verbal facility	T-Pt. 2	22. 8	23. 4	20. 2	22. 6	22. 0	22. 9	21. 6	22. 9	22. 5	23. 1	22. 7	23. 2	22. 0	22. 9
Highest degree earned	T-11	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Years of teaching experience	T-25	12	12	13	13	13	12	12	12	12	12	12	12	12	12
Years of teaching experience in this school	T-26	6	6	7	6	6	6	7	7	6	6	6	6	6	6
Professional journals read	T-49	1	1	2	1	1	1	1	1	1	1	1	1	1	1

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[1] Includes those spending more than 5 hours a week in counseling.

Table 2.33.2.—Verbal facility, educational attainment, and experience of *elementary* school teachers and counselors [1] in schools attended by the average white and Negro pupil, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—See text for explanation of items and scoring]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Verbal facility	T-Pt. 2	20. 2	22. 6	23. 4	22. 7	23. 5	23. 7	17. 5	21. 1	22. 5	20. 4	23. 5	22. 4
Highest degree earned	T-11	3	3	3	3	3	3	3	3	3	3	3	3
Years of teaching experience	T-25	13	13	12	12	13	13	14	16	16	14	13	13
Years of teaching experience in this school	T-26	7	6	6	6	6	6	8	10	9	8	7	7
Professional journals read	T-49	2	1	1	1	1	1	2	1	1	1	1	1

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Verbal facility	T-Pt. 2	21. 8	22. 7	23. 4	22. 4	23. 4	23. 4	19. 2	22. 9	23. 1	20. 9	22. 7	24. 3	22. 2	23. 0	23. 5
Highest degree earned	T-11	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Years of teaching experience	T-25	11	13	11	11	11	11	14	11	10	13	11	11	11	12	10
Years of teaching experience in this school	T-26	6	7	7	6	6	6	8	5	5	7	5	5	5	5	4
Professional journals read	T-49	1	1	1	1	1	1	2	1	1	2	1	1	1	1	1

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[1] Includes those spending more than 5 hours a week in counseling.

Table 2.33.3.—Verbal facility, educational attainment, and experience of *secondary* school teachers and counselors in schools attended by the average minority and white pupil; for the United States, fall 1965

[NOTE.—See text for explanation of items and scoring]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Teachers and Counselors: [1]															
Verbal facility	T–Pt. 2	22. 9	23. 2	21. 2	22. 9	22. 8	23. 1	22. 4	22. 9	23. 0	23. 2	23. 1	23. 3	22. 7	23. 0
Highest degree earned	T–11	3	3	3	3	3	3	3	4	3	3	4	4	3	3
Years of teaching experience	T–25	10	10	11	10	11	10	11	11	10	10	11	10	11	10
Years of teaching experience in this school	T–26	6	6	7	6	6	6	7	7	6	6	6	6	6	6
Professional journals read	T–49	1	1	2	1	1	1	1	1	1	1	1	1	1	1
Counselors Only: [1]															
Years as counselor	T–68	5	6	5	6	5	5	7	7	5	5	6	6	6	6
Guidance organization, membership in	T–70	1	1	1	1	1	1	1	2	1	1	1	1	1	1
Guidance journals read	T–71	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Percent who studied guidance or related discipline for highest earned degree	T–69	48	49	43	50	44	44	43	47	44	46	44	45	44	43

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[1] Includes those spending more than 5 hours a week in counseling.

Table 2.33.4.—Verbal facility, educational attainment, and experience of *secondary* school teachers and counselors[1] in schools attended by the average white and Negro pupil, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—See text for explanation of items and scoring]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Teachers and Counselors: [1]													
Verbal facility	T–Pt. 2	21. 2	22. 9	23. 2	22. 6	22. 9	23. 5	19. 4	22. 9	23. 2	22. 2	23. 8	23. 5
Highest degree earned	T–11	3	3	3	3	3	3	3	3	3	3	3	3
Years of teaching experience	T–25	11	10	10	9	9	10	10	11	12	11	11	11
Years of teaching experience in this school	T–26	7	6	6	5	5	5	7	7	7	8	6	6
Professional journals read	T–49	2	1	1	1	1	1	2	1	1	2	1	1
Counselors Only: [1]													
Years as counselor	T–68	5	6	6	5	5	5	4	5	5	6	7	7
Guidance organization, membership in	T–70	1	1	1	1	1	1	1	1	2	2	1	1
Guidance journals read	T–71	5	5	5	5	5	5	5	5	5	5	5	5
Percent who studied guidance or related discipline for highest earned degree	T–69	43	50	49	48	51	43	31	40	41	60	53	26

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Teachers and Counselors: [1]																
Verbal facility	T–Pt. 2	22. 0	22. 6	22. 7	21. 8	22. 7	23. 2	20. 6	23. 0	22. 6	21. 0	21. 7	23. 5	23. 3	23. 3	23. 5
Highest degree earned	T–11	4	4	4	3	3	3	3	3	3	3	3	3	4	4	4
Years of teaching experience	T–25	12	12	11	11	10	10	12	9	8	11	10	9	11	11	11
Years of teaching experience in this school	T–26	7	7	7	7	6	6	8	4	5	7	6	5	5	6	6
Professional journals read	T–49	1	1	1	1	1	1	2	1	1	2	1	1	1	1	1
Counselors Only: [1]																
Years as counselor	T–68	7	9	7	5	5	5	6	5	5	2	3	3	5	6	6
Guidance organization, membership in	T–70	1	2	2	1	1	1	1	2	1	1	1	1	1	1	1
Guidance journals read	T–71	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Percent who studied guidance or related discipline for highest earned degree	T–69	50	57	55	55	71	59	40	53	59	42	14	23	45	40	46

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[1] Includes those spending more than 5 hours a week in counseling.

Table 2.33.5.—For *elementary* schools attended by the average minority and white pupil-percent of teachers with various qualifications, training, and other professional attributes, for the United States, fall 1965

[NOTE.—All items relate to percent of teachers except those noted with an asterisk (*), which are average scores]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Major field of study:															
Elementary education	T–12	61	61	62	61	57	57	60	60	58	59	55	57	59	59
An academic field	T–12	17	16	17	16	19	19	18	17	17	17	21	19	19	18
Collegiate experience: [1]															
Attended a normal school or teachers college	T–13	48	49	43	50	50	50	45	48	52	53	43	45	45	47
No graduate degree offered by college attended	T–14	39	37	53	39	39	35	41	37	37	34	32	29	38	35
Average percent of white students in college attended	T–16	87	97	39	88	79	92	70	93	85	95	83	93	79	93
Feeling of academic competition	T–17, 19, 21	60	59	65	60	60	59	64	60	61	59	65	64	62	60
Social Relationships*	T–18, 20, 22	48	47	54	48	48	46	48	46	49	47	46	44	47	45
Teachers' rating [2] of academic level of college attended*	T–23	71	72	64	72	70	72	70	73	72	72	72	74	70	72
Less than regular certificate	T–28	13	14	8	11	14	14	13	12	13	13	13	13	14	14
Professionalism:															
NSF, NDEA, ESEA institutes attended	T–30	6	5	9	7	5	5	6	6	6	6	7	7	6	5
Attended training programs designed for teaching or counseling the culturally disadvantaged	T–31	14	11	24	13	16	12	19	13	17	15	16	13	16	12
Member of a national honorary society (KDP or PBK)	T–36	15	15	13	14	15	17	12	14	15	16	15	15	14	15
Officer or active member in a teachers organization	T–48	33	32	39	32	35	33	33	30	33	33	32	32	31	30

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[1] Relates to the institutions where teachers took most of their undergraduate college courses.

[2] Scored from 0 100; high score indicates high rating.

the secondary level except the metropolitan West, where the average scores for Negroes and whites in same counties are equal, the average for white (W(N)) pupils' teachers exceeds that for teachers of Negro pupils. This difference is more pronounced in the South, both metropolitan and nonmetropolitan, than in any other region. In summary, teachers of Negro pupils are less verbally skilled (as measured by this test) in all regions, and this difference between the teachers of Negroes and the teachers of whites is especially marked in the Southern States. (Indeed, the teachers of whites (W(N)) in the South compare favorably to those in other parts of the Nation, but the teachers of Negroes in the South compare unfavorably to their counterparts in other regions.) Also, teachers of Negro pupils have less verbal facility, as measured by this test, than the teachers of any other minority group covered in the survey.

Over the Nation, Negro pupils have teachers with slightly greater experience, in both total years and length of experience in current school. In elementary schools teachers of the average Negro pupil have taught in their present schools for 7 years on the average, compared to 6 years for whites (W(N)). There is substantial variation in this pattern by strata, however. Average total experience and average service in present school are most distinctively higher in the metropolitan South, where, for example, secondary teachers average 8 years in the current school for Negro pupils but only 4 years for white (W(N)) pupils; on the other hand, the average total experience is 2 years higher for

Table 2.33.6.—For *elementary* schools attended by the average white and Negro pupil—percent of teachers with various qualifications, training, and other professional attributes, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—All items relate to percent of teachers except those noted with an asterisk (*), which are average scores]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Major field of study:													
Elementary education	T-12	62	61	61	64	65	59	70	57	62	40	55	48
An academic field	T-12	17	16	16	16	16	18	12	15	14	16	15	22
Collegiate experience: [1]													
Attended a normal school or teachers college	T-13	43	50	49	60	62	49	56	59	60	45	52	55
No graduate degree offered by college attended	T-14	53	39	37	48	45	38	63	53	47	44	26	30
Average percent of white students in college attended*	T-16	39	88	97	81	96	99	9	82	97	28	93	93
Feeling of academic competition*	T-17, 19, 21	65	60	59	64	63	61	65	58	59	66	57	56
Social relationships*	T-18, 20, 22	54	48	47	48	46	48	64	53	50	59	52	50
Teachers' rating [2] of academic level of college attended*	T-23	64	72	72	72	73	73	56	70	73	62	71	69
Less than regular certificate	T-28	8	11	14	13	15	16	4	6	10	8	16	17
Professionalism:													
NSF, NDEA, ESEA institutes attended	T-30	9	7	5	3	4	5	12	14	9	10	4	4
Atended training programs designed for teaching or counseling the culturally disadvantaged	T-31	24	13	11	16	13	11	23	12	12	28	14	8
Member of a national honorary society (KDP or PBK)	T-36	13	14	15	9	9	12	10	14	16	20	24	26
Officer or active member in a teachers organization	T-48	39	32	32	11	7	6	29	28	36	58	46	44

[1] Relates to the institutions where teachers took most of their undergraduate college courses.

[2] Scored from 0 to 100; high score indicates high rating.

Table 2.33.6.—For *elementary* schools attended by the average white and Negro pupil—percent of teachers with various qualifications, training, and other professional attributes, for metropolitan and nonmetropolitan areas, by region, fall 1965—Continued

[NOTE.—All items relate to percent of teachers except those noted with an asterisk (*), which are average scores]

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Major field of study:																
Elementary education	T-12	65	63	63	62	70	69	64	63	64	52	61	59	51	56	59
An academic field	T-12	19	19	17	17	14	15	18	16	16	9	6	7	23	21	22
Collegiate experience:[1]																
Attended a normal school or teachers college	T-13	49	48	56	35	38	42	34	52	44	40	56	52	37	39	36
No graduate degree offered by college attended	T-14	45	40	38	36	35	40	72	42	46	44	28	26	22	20	21
Average percent of white students in college attended	T-16	73	89	97	75	96	97	7	85	95	43	81	98	82	94	96
Feeling of academic competition*	T-17, 19, 21	65	60	57	65	60	60	63	57	56	60	54	53	69	69	65
Social relationships*	T-18, 20, 22	44	43	45	42	40	42	63	53	50	55	46	48	42	39	42
Teachers' rating[2] of academic level of college attended*	T-23	70	72	71	74	74	73	58	70	70	67	68	73	75	77	74
Less than regular certificate	T-28	23	21	17	18	18	15	3	8	12	11	16	16	5	5	6
Professionalism:																
NSF, NDEA, ESEA institutes attended	T-30	5	4	4	7	4	4	12	8	4	12	3	3	6	6	5
Attended training programs designed for teaching or counseling the culturally disadvantaged	T-31	20	12	11	24	10	9	25	13	11	21	14	14	30	18	13
Member of a national honorary society (KDT or PBK)	T-36	11	13	12	13	14	14	12	14	16	17	15	19	17	16	20
Officer or active member in a teachers organization	T-48	39	38	34	16	19	23	23	28	28	49	31	23	40	30	31

[1] Relates to the institutions where teachers took most of their undergraduate college courses.

[2] Scored from 0 to 100; high score indicates high rating.

elementary teachers of whites (W(N)) in the metropolitan Northeast, and the average tenure in the current school is one year greater. But on the whole, Negro pupils are not instructed by less experienced teachers, nor by those newer to the current school.

Table 2.33.7.—For *secondary* schools attended by the average minority and white pupil—percent of teachers with various qualifications, training, and other professional attributes, for the United States, fall 1965

[NOTE.—All items relate to percent of teachers except those noted with an asterisk (*), which are average scores]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Major field of study:															
Elementary education	T-12	2	2	4	2	2	2	1	1	3	2	2	2	2	1
An academic field	T-12	39	40	38	37	37	38	40	43	39	40	40	41	40	40
Collegiate experience: [1]															
Attended a normal school or teachers college	T-13	35	35	36	36	36	36	25	26	38	37	26	26	31	32
No graduate degree offered by college attended	T-14	32	31	44	31	26	24	27	26	27	26	20	18	30	27
Average percent of white students in college attended	T-16	90	98	44	94	90	96	86	96	92	97	86	90	86	96
Feeling of academic competition*	T-17, 19, 21	61	61	65	61	63	62	67	64	62	61	68	68	64	63
Social relationships*	T-18, 20, 22	50	49	57	50	50	49	42	43	49	48	42	42	48	47
Teachers' rating [2] of academic level of college attended*	T-23	73	74	68	75	74	75	76	78	73	74	76	76	74	75
Less than regular certificate	T-28	16	16	12	14	14	15	20	18	16	16	12	14	14	14
Professionalism:															
NSF, NDEA, ESEA institutes attended	T-30	15	14	20	13	14	13	15	14	15	15	20	19	17	16
Attended training programs designed for teaching or counseling the culturally disadvantaged	T-31	9	8	16	9	11	10	12	9	12	9	14	10	11	9
Member of a national honorary society (KDP or PBK)	T-36	22	23	18	24	23	23	19	24	22	24	24	24	23	23
Officer or active member in a teachers organization	T-48	32	31	40	30	33	32	26	25	31	32	26	26	30	28

[1] Relates to the institutions where teachers took most of their undergraduate college courses.

[2] Scored from 0 to 100; high score indicates high rating.

Table 2.33.8.—For *secondary* schools attended by the average white and Negro pupil—percent of teachers with various qualifications, training, and other professional attributes, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—All items relate to percent of teachers except those noted with an asterisk (*), which are average scores]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Major field of study:													
Elementary education	T–12	4	2	2	3	3	2	7	4	4	5	2	2
An academic field	T-12	38	37	40	39	39	36	38	34	35	30	32	32
Collegiate experience:[1]													
Attended a normal school or teacher's college	T 13	36	36	35	48	48	37	46	42	43	45	45	42
No graduate degree offered by college attended	T 14	44	31	31	33	33	31	53	46	44	32	17	17
Average percent of white students in college attended	T-16	44	94	98	90	97	99	15	97	99	31	98	98
Feeling of academic competition*	T–17, 19, 21	65	61	61	68	66	62	64	56	57	66	59	59
Social relationships*	T-18, 20, 22	57	50	49	50	49	49	66	53	54	59	55	58
Teachers' rating[2] of academic level of college attended*	T–23	68	75	74	70	70	73	61	74	73	66	74	74
Less than regular certificate	T–28	12	14	16	10	10	16	6	9	9	16	13	13
Professionalism:													
NSF, NDEA, ESEA institutes attended	T–30	20	13	14	10	10	13	22	12	14	13	10	11
Attended training programs designed for teaching or counseling the culturally disadvantaged	T–31	16	9	8	9	8	7	16	6	7	18	12	10
Member of a national honorary society (KDP, PBK)	T–36	18	24	23	20	21	21	13	19	22	19	29	20
Officer or active member in a teachers organization	T–48	40	30	31	34	32	37	56	40	38	47	40	45

See footnotes at end of table.

Table 2.33.8.—For *secondary* schools attended by the average white and Negro pupil—percent of teachers with various qualifications, training, and other professional attributes, for metropolitan and nonmetropolitan areas, by region, fall 1965—Continued

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Major field of study:																
Elementary education	T–12	1	1	1	5	2	1	3	0	0	6	4	2	1	1	1
An academic field	T–12	41	46	46	35	36	41	42	38	41	25	32	36	38	39	42
Collegiate experience:[1]																
Attended a normal school or teacher's college	T–13	20	24	26	30	33	33	37	38	32	42	48	49	27	26	23
No graduate degree offered by college attended	T–14	25	29	29	38	31	34	64	32	42	42	22	22	16	14	13
Average percent of white students in college attended	T–16	85	92	98	75	97	97	8	95	97	29	74	99	90	90	95
Feeling of academic competition*	T–17, 19, 21	67	65	62	58	61	59	63	58	58	62	63	59	73	72	68
Social relationships*	T–18, 20, 22	44	44	49	50	45	45	66	55	54	64	61	55	42	40	43
Teachers' rating of academic level of college attended*	T–23	78	78	76	76	76	75	60	73	74	66	75	74	78	78	73
Less than regular certificate	T–28	27	26	23	27	27	18	4	11	12	15	15	18	7	6	12
Professionalism:																
NSF, NDEA, ESEA institutes attended	T–30	14	14	15	11	12	14	29	11	12	21	22	16	16	15	17
Attended training programs designed for teaching or counseling the culturally disadvantaged	T–31	13	9	8	15	7	7	16	8	10	18	18	10	24	17	12
Member of a national honorary society (KDP, PBK)	T–36	18	24	21	22	24	26	17	27	29	18	20	20	27	26	27
Officer or active member in a teachers organization	T–48	21	21	23	29	21	24	44	28	24	43	37	36	28	27	26

[1] Relates to the institutions where teachers took most of their undergraduate college courses.

[2] Scored from 0 to 100; high score indicated high rating.

Table 2.33.9.—Percent of minority and white *elementary* pupils having principals with various qualifications, training, and other professional attributes, for the United States, fall 1965

[NOTE.—All items refer to percent of students except "Averages," which indicate the characteristic of principals for the average white and minority student]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Highest earned degree	P-60														
Bachelors		16	17	14	17	14	17	14	17	21	21	14	17	14	16
Masters and specialists		80	79	82	81	83	81	81	80	76	76	82	78	82	80
Doctors		2	1	2	2	2	2	3	2	1	1	4	3	2	2
Years as principal	P-56														
Under 10		47	50	36	44	42	44	43	46	42	42	42	44	47	49
10-19		31	30	35	37	31	35	33	33	32	35	40	40	32	33
20 or more		19	18	26	18	23	19	20	19	22	20	17	15	18	16
Average (in years)		12	12	14	12	13	12	13	12	13	13	12	12	12	12
Years principal of this school	P-57														
Under 10		73	75	64	75	68	71	71	72	72	73	75	76	73	75
10-19		21	19	28	21	27	26	23	21	24	23	22	21	21	20
20 or more		5	5	6	5	4	4	5	6	4	4	3	3	5	4
Average (in years)		7	7	7	7	7	7	7	7	7	7	7	7	7	7
Major field of study	P-61														
Elementary education		35	36	37	30	30	29	31	31	31	32	25	31	35	32
English		8	8	6	10	7	9	10	11	6	9	7	8	8	9
Mathematics		5	6	5	5	5	4	5	4	9	7	4	3	5	4
Physical education		7	8	5	6	6	6	6	8	6	6	6	5	5	6
Social Science		21	20	21	19	27	26	20	19	20	22	33	29	23	24
Type of college attended	P-62														
Public teachers college		38	41	24	36	34	40	30	37	38	40	32	35	34	38
Public (other)		34	33	37	40	31	31	37	37	34	36	33	38	36	35
Nonpublic (other)[1]		24	22	33	21	23	20	26	21	23	20	33	25	24	22
Highest degree offered by college attended	P-63														
Bachelors		40	39	51	40	32	30	43	41	38	34	32	31	32	33
Masters		32	32	28	35	35	37	32	34	34	35	32	32	38	36
Doctors		22	23	17	22	28	29	21	21	21	25	30	31	24	27
Percent of white students in college attended	P-65														
90-100		75	83	36	79	71	83	65	81	71	77	64	74	69	81
0-10		9	1	51	8	14	3	23	5	10	3	12	3	15	3
Average		86	95	43	87	80	92	72	91	84	92	80	89	79	91
Credits earned beyond highest degree	P-66														
Under 11		44	47	35	40	38	40	40	38	39	43	32	32	36	36
11-20		17	17	20	20	14	15	18	20	19	16	16	18	18	21
Over 20		37	34	43	39	44	43	38	39	39	38	51	49	44	42

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[1] Excludes private teachers colleges.

Table 2.33.10.—Percent of white and Negro *elementary* pupils having principals with various qualifications, training, and other professional attributes, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—All items refer to percent of students except "Averages," which indicate the characteristic of principals for the average white and Negro student]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Highest earned degree	P–60												
Bachelors		14	17	17	35	36	24	33	31	34	14	12	9
Masters and specialists		82	81	79	60	63	69	65	67	64	86	88	91
Doctors		2	2	1	0	0	0	0	0	0	0	0	0
Years as principal	P–56												
Under 10		36	44	50	67	67	67	38	48	46	32	49	47
10–19		35	37	30	12	20	18	31	23	25	32	43	32
20 or more		2[illegible]	18	18	21	13	15	29	28	28	33	8	21
Average (in years)		[illegible]	12	12	10	9	9	15	13	13	15	10	12
Years principal of this school	P–57												
Under 10		64	75	75	81	78	83	61	64	64	49	60	52
10–19		28	21	19	10	18	13	26	24	28	41	38	35
20 or more		6	5	5	8	2	3	12	12	8	9	2	13
Average (in years)		7	7	7	6	6	6	6	6	6	7	7	7
Major field of study	P–61												
Elementary education		37	30	36	43	26	35	30	22	21	15	5	5
English		6	10	8	1	5	2	5	12	13	6	2	2
Mathematics		5	5	6	13	15	6	7	5	7	12	10	7
Physical education		5	6	8	21	21	13	1	10	10	5	10	6
Social Science		21	19	20	3	9	16	26	25	22	28	23	32
Type of college attended	P–62												
Public teachers college		24	36	41	39	32	40	25	31	33	30	45	37
Public (other)		37	40	33	48	46	32	39	48	47	46	17	27
Nonpublic (other)[1]		33	21	22	10	17	26	30	17	15	12	34	18
Highest degree offered	P–63												
Bachelors		51	40	39	49	50	34	59	43	46	37	19	11
Masters		28	35	32	27	29	27	33	30	30	58	60	56
Doctors		17	22	23	8	12	22	5	23	21	5	20	32
Percent of white students in college attended	P–65												
90–100		36	79	83	68	77	75	10	74	85	27	87	95
0–10		51	8	1	13	1	0	81	16	1	66	7	1
Average		43	87	95	79	93	94	12	81	96	29	92	97
Credits earned beyond highest degree	P–66												
Under 11		35	40	47	48	54	64	50	47	53	46	48	39
11–20		20	20	17	7	12	9	17	18	22	24	26	13
Over 20		43	39	34	40	33	26	28	33	25	26	22	48

See footnote at end of table.

Table 2.33.10—Percent of white and Negro *elementary* pupils having principals with various qualifications, training, and other professional attributes, for metropolitan and nonmetropolitan areas, by region, fall 1965—Continued

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
(1)	(2)	N (15)	W(N) (16)	W (17)	N (18)	W(N) (19)	W (20)	N (21)	W(N) (22)	W (23)	N (24)	W(N) (25)	W (26)	N (27)	W(N) (28)	W (29)
Highest earned degree	P–60															
Bachelors		2	4	7	2	4	8	15	20	26	5	27	15	2	5	6
Masters and specialists		92	91	85	89	95	92	83	80	73	95	73	85	91	87	90
Doctors		5	4	5	10	1	1	0	0	0	0	0	0	5	9	4
Years as principal	P–56															
Under 10		38	54	52	54	49	51	28	41	49	21	9	8	35	34	45
10–19		47	35	33	28	39	37	35	39	31	44	42	37	41	55	44
20 or more		15	11	14	17	12	11	34	20	20	32	34	39	22	10	7
Average (in years)		12	11	12	11	11	10	16	13	12	17	20	21	13	12	11
Years principal of this school	P–57															
Under 10		76	75	72	79	72	76	49	76	77	52	63	65	81	91	91
10–19		21	20	20	19	23	19	38	20	13	39	36	35	17	8	9
20 or more		1	4	8	1	4	5	8	4	9	9	1	0	0	0	1
Average (in years)		8	8	8	8	7	7	7	7	6	7	6	6	8	8	7
Major field of study	P–61															
Elementary education		53	52	45	51	54	51	32	21	38	39	26	27	37	30	31
English		6	6	5	3	6	7	11	11	17	3	17	17	3	11	9
Mathematics		2	4	3	2	3	2	5	4	2	2	30	18	1	2	5
Physical education		4	3	3	9	6	7	3	3	9	0	0	1	9	8	9
Social Science		12	16	28	16	12	13	25	14	6	22	21	25	20	29	21
Type of college attended	P–62															
Public teachers college		37	44	48	27	37	37	13	37	37	40	56	67	22	27	33
Public (other)		32	29	23	52	43	39	21	38	47	36	20	7	55	53	38
Nonpublic (other)[1]		29	26	28	17	16	22	56	24	16	20	9	11	21	20	28
Highest degree offered	P–63															
Bachelors		34	47	39	39	39	48	70	45	51	54	21	20	31	31	38
Masters		29	25	28	20	26	24	22	38	24	23	64	63	32	36	38
Doctors		30	23	21	34	31	27	7	17	24	23	15	17	35	33	23
Percent of white students in college attended	P–65															
90–100		75	77	84	65	77	77	8	86	98	43	71	84	68	76	83
0–10		6	2	0	11	0	0	88	13	2	44	14	0	3	1	1
Average		87	90	94	82	92	93	8	86	97	50	84	99	87	92	93
Credits earned beyond highest degree	P–66															
Under 11		21	16	29	54	55	52	31	49	54	35	46	56	17	15	14
11–20		24	14	18	19	27	24	28	23	29	23	13	13	8	22	17
Over 20		54	70	52	24	18	24	40	28	18	40	26	16	73	64	69

[1] Excludes private teachers colleges.

Table 2.33.11.—Percent of minority and white *secondary* pupils having principals with various qualifications, training and other professional attributes, for the United States, fall 1965

[NOTE.—All items refer to percent of students except "Averages," which indicate the characteristic of principals for the average white and minority student]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Highest earned degree	P–60														
Bachelors		6	7	3	5	9	8	3	3	6	4	6	5	4	3
Masters and specialists		88	88	91	87	81	78	83	85	88	87	70	63	85	82
Doctors		6	6	6	8	10	14	14	12	6	9	24	32	11	14
Years as principal	P–56														
Under 10		45	47	35	47	43	43	43	37	42	43	28	31	45	45
10 to 19		34	34	36	35	33	34	40	47	37	37	48	51	33	33
20 or more		21	19	30	18	24	23	17	16	21	20	24	18	22	22
Average (in years)		13	13	15	13	13	13	12	13	13	13	16	14	13	13
Years principal of this school	P–57														
Under 10		76	77	69	85	82	83	81	71	81	83	91	91	78	81
10 to 19		18	18	16	12	15	14	16	26	15	13	7	8	15	14
20 or more		5	4	12	2	3	3	3	2	4	4	2	1	6	5
Average (in years)		8	8	8	8	8	8	9	9	8	8	9	9	8	9
Major field of study	P–61														
Elementary education		11	11	11	7	10	9	6	10	15	18	10	7	10	8
English		13	13	12	18	21	19	11	25	11	11	21	16	13	13
Mathematics		10	11	8	8	8	8	8	8	10	11	5	4	11	10
Physical education		5	4	11	2	3	2	7	5	6	5	1	2	5	3
Social Science		29	29	29	38	23	29	42	31	24	24	30	44	25	32
Type of college attended	P–62														
Public teachers college		29	30	26	38	35	40	20	25	33	32	30	37	26	33
Public (other)		40	41	33	37	41	37	51	44	39	41	51	44	42	39
Nonpublic (other)[1]		29	28	39	24	24	23	28	31	27	26	18	19	28	25
Highest degree offered	P–63														
Bachelors		46	43	61	50	39	41	39	48	41	39	40	45	47	47
Masters		26	27	20	24	27	29	34	25	23	24	12	13	21	21
Doctors		27	26	18	24	33	28	26	26	34	35	47	42	29	28
Percent of white students in college attended	P–65														
90 to 100		77	83	38	73	78	84	72	76	75	78	75	73	75	83
0 to 10		8	1	53	3	8	1	11	1	7	2	3	0	11	1
Average		87	94	43	94	87	94	82	93	87	94	83	89	83	93
Credits earned beyond highest degree	P–66														
Under 11		31	30	37	35	37	34	23	23	27	25	24	18	30	30
11 to 20		22	23	20	31	18	25	16	19	21	24	17	39	24	31
Over 20		46	47	42	33	45	41	61	57	52	51	57	43	45	39

[1] Excludes private teachers colleges.

Table 2.33.12.—Percent of Negro and white *secondary* pupils having principals with various qualifications, training, and other professional attributes, for metropolitan and nonmetropolitan areas, by region, fall 1965

[Note.—All items refer to percent of students except "Averages," which indicate the characteristic of principals for the average white and Negro student]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Highest earned degree	P–60												
Bachelors		3	5	7	12	11	14	8	9	10	10	5	10
Masters and specialists		91	87	88	82	84	84	91	91	90	90	95	90
Doctors		6	8	6	7	5	1	1	0	0	0	0	0
Years as principal	P–56												
Under 10		35	47	47	55	62	58	30	49	50	34	43	47
10–19		36	35	34	17	16	24	31	26	31	18	46	25
20 or more		30	18	19	28	21	18	39	24	19	49	11	29
Average (in years)		15	13	13	12	11	10	17	12	12	16	11	13
Years principal of this school	P–57												
Under 10		69	85	77	72	78	72	59	76	79	55	88	79
10–19		16	12	18	21	20	23	26	20	18	15	9	7
20 or more		12	2	4	7	2	5	16	4	2	30	3	14
Average (in years)		8	8	8	8	8	7	8	7	7	7	7	7
Major field of study	P–61												
Elementary education		11	7	11	3	3	10	16	6	8	5	2	1
English		12	18	13	6	6	10	10	18	14	11	19	22
Mathematics		8	8	11	15	17	17	8	7	8	4	3	5
Physical education		11	2	4	3	0	1	6	1	3	35	0	1
Social Science		29	38	29	23	21	21	27	36	34	18	11	13
Type of college attended	P–62												
Public teachers college		26	38	30	16	17	23	22	27	30	15	21	31
Public (other)		33	37	41	37	42	37	37	47	46	38	58	45
Nonpublic (other)[1]		39	24	28	46	40	38	36	22	22	42	21	24
Highest degree offered	P–63												
Bachelors		61	50	43	52	45	44	58	34	39	68	20	20
Masters		20	24	27	19	21	27	29	35	36	25	26	40
Doctors		18	24	26	30	34	26	11	28	24	7	54	39
Percent of white students in college attended	P–65												
90–100		38	73	83	72	79	72	18	87	92	24	94	96
0–10		53	3	1	11	3	2	73	3	0	69	0	0
Average		43	94	94	85	93	91	22	94	98	26	99	98
Credits earned beyond highest degree	P–66												
Under 11		37	35	30	50	52	46	49	39	42	29	62	46
11–20		20	31	23	6	9	16	17	27	22	48	25	21
Over 20		42	33	46	44	39	36	31	34	36	21	13	33

See footnote at end of table.

Table 2.33.12.—Percent of Negro and white *secondary* pupils having principals with various qualifications, training, and other professional attributes, for metropolitan and nonmetropolitan areas, by region, fall 1965—Cont.

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Highest earned degree	P-60															
Bachelors		3	1	3	0	0	0	3	6	7	6	14	15	0	0	0
Masters and specialists		94	91	93	91	98	98	95	94	93	94	86	85	75	47	54
Doctors		3	8	4	9	2	2	2	9	9	9	9	1	25	53	46
Years as principal	P-56															
Under 10		65	37	44	43	43	29	24	62	67	20	72	71	30	12	28
10-19		27	40	38	20	30	48	43	30	20	76	21	26	48	66	44
20 or more		8	23	19	37	27	24	33	8	13	5	6	4	22	22	28
Average (in years)		9	14	13	14	15	15	17	12	12	14	9	9	15	16	16
Years principal of this school	P-57															
Under 10		85	70	69	56	72	70	66	100	100	73	94	97	98	99	88
10-19		10	27	26	32	21	22	9	0	0	5	7	3	3	1	12
20 or more		5	4	6	9	6	8	16	0	0	22	0	0	0	0	0
Average (in years)		8	8	8	8	7	8	7	7	7	7	7	7	9	12	11
Major field of study	P-61															
Elementary education		2	8	12	5	9	5	13	3	5	4	63	62	21	4	3
English		5	15	17	31	14	11	6	23	16	0	0	0	23	21	17
Mathematics		9	3	10	6	10	12	12	11	7	14	13	11	1	2	6
Physical education		19	10	8	9	3	9	19	0	0	0	0	3	0	0	0
Social Science		35	22	20	31	53	47	35	48	20	53	10	6	8	36	50
Type of college attended	P-62															
Public teachers college		30	39	28	21	31	40	23	36	6	32	44	35	45	75	40
Public (other)		25	24	23	63	63	47	16	27	57	13	54	57	41	20	45
Nonpublic (other) [1]		45	38	49	16	4	10	60	37	37	51	2	7	14	4	15
Highest degree offered	P-63															
Bachelors		48	61	48	29	34	48	88	63	64	86	1	6	49	76	44
Masters		21	21	28	35	39	27	8	16	16	14	45	37	11	4	14
Doctors		32	18	17	36	26	23	1	18	20	0	54	57	40	20	43
Percent of white students in college attended	P-65															
90-100		60	83	91	57	55	79	8	92	99	18	57	58	99	96	98
0-10		22	4	1	12	0	0	91	5	0	79	0	0	0	0	0
Average		71	91	94	80	89	92	9	94	98	18	96	97	95	96	95
Credits earned beyond highest degree	P-66															
Under 11		10	7	14	43	46	22	25	31	56	67	13	14	47	45	17
11-20		9	23	30	35	22	20	28	46	27	1	10	7	6	35	38
Over 20		81	70	57	22	32	58	45	19	17	32	77	79	47	20	45

[1] Excludes private teachers colleges.

Teachers of the average Negro pupil, at both the elementary and secondary levels, report reading more professional education journals. They report reading on the average 2 such publications; the respective figures for elementary and secondary teachers of the average white (W(N)) pupil are both 1. It should be noted that this difference arises almost wholly from the South and Southwest, where the professional involvement, as measured by this criterion, is substantially greater for the teachers of Negroes (tables 2.33.1 to .4).

A series of separate questions was directed to school personnel who spend more than 5 hours per week on assignment as a school guidance counselor exclusive of homeroom activities. In the Nation, guidance counselors are about equally experienced in counseling activities in schools attended by the average white (W(N)) and average Negro, although this is not true in all regions and strata, and the magnitude of difference is especially noticeable in the metropolitan Northeast, where the figures for average white (W(N)) and average Negro high school pupils are, respectively, 9 years and 7 years; but in the metropolitan South the comparable figures are 5 and 6. Counselors of white (W(N)) pupils except in the nonmetropolitan Southwest are somewhat more likely to be affiliated with professional guidance organizations, but no differences appear by race of pupil in attention given to professional guidance journals.

Tables 2.33.9 through 2.33.12 contain several sets of items pertaining to characteristics of principals in elementary and secondary schools. No extensive discussion is offered, since Negro and white pupils seem to attend schools with remarkably similar principals as described by these measures—at least this is so for the Nation as a whole. Principals of Negro high school pupils have more years of experience in the office; regionally, this is true in the South and Southwest, while the reverse is true in the metropolitan Northeast. Except in the metropolitan Midwest, Negro elementary pupils are more likely to have principals who majored in elementary education.

The final set of tables (2.33.4–.8) to be discussed in this section report certain qualifications and professional characteristics of teachers of Negro and of white pupils. No substantial differences are observed for either the Nation or the separate regions in the proportion of teachers, either secondary or elementary, who majored in academic subjects while in college. Approximately 6 in every 10 grammar schoolteachers report majoring in elementary education, with no difference by race of pupils. Slightly more than one-third of the Nation's secondary teachers, and nearly one-half of the elementary teachers, were educated in normal schools or teachers colleges. The same proportions of white and Negro secondary school pupils are taught by those so trained, but in elementary schools white pupils are somewhat more likely to have teachers who are products of these institutions. In the metropolitan South there is a pronounced difference by race at the elementary level, but the general impression across regions is that the average white and average Negro pupil do not differ in the type of college in which their teachers were trained.

On the other hand, the level of degree offered does differ. Teachers of Negro pupils are distinctly more likely to be products of colleges that offer only bachelors degrees or certificates. This difference is greatest in the metropolitan South, where the proportion of teachers whose colleges offer only bachelors degrees or certificates is nearly twice as high for the average Negro as for the average white student (64 percent vs. 32 percent (W(N)) secondary; 72 percent vs. 42 percent of elementary). Only in the metropolitan Northeast secondary schools is the pattern reversed.

The average teacher of Negro and of white pupils would have attended a college with between 10 and 15 percent Negro pupils if race were not a factor in either the compositon of student bodies or the assignment of teachers. In fact, however, 44 percent of teachers of the average Negro high school pupil attended a college with a majority white pupil body, compared to 94 percent of the teachers of the average white in the same counties; comparable figures are 39 and 88 percent in elementary schools. The polarized distribution of race in colleges, as shown in section 5.1, means that a percentage of 44 percent occurs through a mixture of two extremes—about half the teachers went to predominantly Negro colleges, and about half to predominantly white ones.

In secondary schools the racial difference in colleges attended by teachers is most pronounced in the metropolitan South—8 percent of teachers of the average Negroes attend majority white colleges, and 95 percent teachers of whites (W(N)) attend predominantly white colleges. Every region evidences this characteristic in its elementary schools; it is most pronounced in the metropolitan South, least pronounced in the metropolitan West and nonmetropolitan North and West. In other words, teachers of Negro pupils are much more likely to have been educated in colleges that had a large enrollment of Negro pupils; teachers of white pupils are likely to have had limited contact with Negroes as fellow students when they were in college.

A separate question asks teachers to rate the level of academic quality of their college compared to all institutions of higher education. For the Nation as a whole, teachers of the average white pupil give their colleges a somewhat higher rating on this question. This national value simply reflects the results in two regions—South and Southwest; in the other regions, teachers of Negro pupils are not less likely to give a high academic rating to their college. Only in the areas where teachers of Negro pupils are particularly likely to have attended segregated colleges do they perceive that they were trained in colleges of less than excellent academic quality.

The bottom portion of tables 2.33.7 and 2.33.8 pertain to academic honors, training in special inservice institutions, and participating in teachers organizations. Nationally, elementary, and secondary teachers of the average Negro pupil, compared to teachers of white pupils are somewhat less likely to be members of scholastic honorary societies such as Phi Beta Kappa or Kappa Delta Pi; they are more likely to have attended institutes that offer special training and professional upgrading to teachers, and to have participated in teachers' associations as officers or active workers. But in every instance there is fairly substantial variation in race differences by region or stratum. In general, it is where faculties are most segregated that teachers of Negroes exceed teachers of whites in their participation in professional organizations. It is principally in the South and Southwest that teachers of Negroes have attended NSF, NDEA, and ESEA summer institutes proportionately more often than have teachers of whites. By contrast, institutes that offer special training in teaching or counseling the culturally disadvantaged have been attended more typically by teachers of Negroes in almost all of the regions and it does not appear that this tendency is more pronounced in the Southern States.

Considering now minority groups other than Negroes, compared to whites in their same counties, the following observations can be made: The average member of any minority group attends a school in which the verbal facility scores of elementary teachers are somewhat lower than for schools attended by the average white, although it is more pronounced for teachers of Negroes compared to teachers of whites at both the elementary and secondary level. There are no differences between whites and these other minority groups in the proportion of teachers holding advanced degrees, and there are no major differences in length of experience. Teachers of the minority and teachers of whites compare very closely in length of experience in the present school and in the average numbers of professional journals read. When we look at the principals rather than the teachers, the general impression is one of substantial similarity between the principals of schools attended by the average Mexican, Puerto Rican, Indian, or Oriental pupil compared to the average white pupil. Differences in their total years of experience, in their experience as principal in the present school, and the characteristics of the colleges in which they were trained are very small. We do note several differences between principals in schools serving Oriental pupils compared to those serving other minorities which are likely to reflect circumstances peculiar to the West—they are considerably more likely to hold the earned doctorate, for example.

Highlights.—Compared to teachers of the average white student, teachers of the average Negro

—score lower on a test of verbal competence, and the difference is most pronounced in the Southern States.

—are neither more nor less likely to have advanced degrees.

—have slightly more teaching experience, and slightly more tenure in their present school.

—read more professional journals.

—are neither more nor less likely to have majored in an academic subject.

—if they are elementary teachers, were less likely to be trained in teachers colleges.

—more often are products of colleges that offer no graduate training.

—attended colleges with a much lower percent white in the student body.

—less often rate their college high in academic quality.

—less often are members of academic honorary societies, at least in the South.

—more often participate in teachers' organizations, especially in the South.

—more often have attended institutes for the culturally disadvantaged.

The average Negro student, relative to the average white student, attends a school in which

—the guidance counselors are less experienced and less often are affiliated with professional guidance organizations, but they are not less often trained specifically in guidance nor less frequent readers of guidance journals.

2.34 *Teachers' and principals' working conditions and attitudes toward school*

In the Nation, elementary teachers have an average salary of $5,900 while the average for secondary teachers is $6,400. There is wide regional variation; in secondary schools the average Negro pupil in the nonmetropolitan South attends a school in which teachers' salaries average $4,900, compared to their counterparts in the metropolitan West at a salary of $8,800. These regional differences are much more pronounced than any that are observed between teachers by race of student. The latter type do occur, however: the average for teachers of Negroes is $400 higher in the metropolitan West and $700 higher in the metropolitan Southwest than for comparable whites in elementary schools, for example, while in secondary schools in the nonmetropolitan South teachers of the average Negro earned $300 less than their counterparts among teachers of whites. It should be recalled that many more Negroes live in this region than in the two mentioned above. The overall conclusion is that race of student is a small factor in the salaries of teachers—if a factor at all.

Teacher absenteeism as reported by the elementary teachers for the Nation as a whole averages around 4 days per year. There is very little difference among the teachers of the various racial groups. Regional differences do occur, with the nonmetropolitan Southwest averaging lowest (less than 3 days per year) and the nonmetropolitan Northeast averaging highest (more than 5 days) per year.

Absenteeism rates are generally lower for teachers in secondary schools, and little variation occurs among the teachers by race of student. Regional variations are not as great as among the elementary teachers, although the absentee rate in the metropolitan Northeast is again higher than other regions.

Elementary teachers are more likely to have requested assignment to their current school than

Table 2.34.1.—For schools attended by the average minority and white pupil—*elementary* teachers' working conditions, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Average annual teacher's salary (in $1,000)	T–32	6. 0	6. 0	6. 0	5. 9	5. 9	5. 9	6. 0	6. 1	6. 1	6. 0	6. 6	6. 5	6. 1	6. 2
Average number of hours per day spent preparing lessons	T–51	3. 2	3. 2	3. 4	3. 2	3. 3	3. 2	3. 2	3. 1	3. 2	3. 2	3. 3	3. 3	3. 3	3. 3
Average number of hours per day spent in the classroom	T–52	5. 8	5. 8	5. 9	5. 9	5. 9	5. 9	5. 7	5. 8	5. 8	5. 8	5. 7	5. 7	5. 8	5. 8
Average number of students per class	T–53	30	30	32	30	30	30	31	30	30	30	31	30	31	30
Average number of different subjects taught	T–54	5. 6	5. 5	5. 6	5. 8	5. 6	5. 6	5. 5	5. 5	5. 5	5. 6	5. 6	5. 6	5. 5	5. 6
Proportion of different courses taught	T–56	. 56	. 53	. 66	. 57	. 60	. 56	. 60	. 54	. 54	. 53	. 59	. 57	. 57	. 56
Average number of hours counseling per week, outside of official guidance assignment	T–55	1. 4	1. 3	1. 8	1. 4	1. 5	1. 4	1. 6	1. 4	1. 4	1. 4	1. 4	1. 4	1. 5	1. 4
Average number of days absent last school year	T–27	3. 8	3. 7	4. 1	4. 1	3. 8	3. 9	4. 1	4. 2	3. 6	3. 6	3. 8	3. 9	4. 1	4. 1
Percent who requested assignment to their present school	T–29	46	43	65	52	47	44	50	45	42	41	50	48	51	47

Table 2.34.2.—For schools attended by the average white and Negro pupil—*elementary* teachers' working conditions, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Average annual teacher's salary (in $1,000)	T–32	6. 0	5. 9	6. 0	5. 8	5. 8	5. 7	4. 6	4. 8	5. 0	5. 5	5. 4	5. 4
Average number of hours per day spent preparing lessons	T–51	3. 4	3. 2	3. 2	3. 1	3. 0	3. 1	3. 4	3. 2	3. 1	3. 5	3. 1	3. 2
Average number of hours per day spent in the classroom	T–52	5. 9	5. 9	5. 8	5. 9	5. 9	5. 8	6. 1	6. 1	6. 2	6. 2	6. 0	5. 9
Average number of students per class	T–53	32	30	30	27	27	28	33	31	30	29	28	29
Average number of different subjects taught	T–54	5. 6	5. 8	5. 5	5. 3	5. 4	5. 4	5. 2	5. 4	5. 7	5. 7	5. 0	5. 1
Proportion of different courses taught	T–56	. 66	. 57	. 53	. 51	. 50	. 53	. 69	. 57	. 60	. 75	. 58	. 61
Average number of hours counseling per week, outside of official guidance assignment	T–55	1. 8	1. 4	1. 3	1. 1	1. 1	1. 2	1. 9	1. 6	1. 5	1. 8	1. 7	1. 7
Average number of days absent last school year	T–27	4. 1	4. 1	3. 7	3. 3	3. 1	3. 1	3. 2	3. 6	3. 6	2. 3	2. 9	3. 4
Percent who requested assignment to their present school	T–29	65	52	43	42	38	29	57	33	34	44	37	34

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Average annual teacher's salary (in $1,000)	T–32	7. 2	7. 4	7. 1	7. 0	6. 7	6. 5	5. 4	5. 1	5. 0	5. 8	5. 1	5. 1	7. 8	7. 8	7. 3
Average number of hours per day spent preparing lessons	T–52	3. 2	3. 2	3. 1	3. 1	3. 2	3. 2	3. 6	3. 2	3. 2	3. 3	3. 2	3. 2	3. 3	3. 4	3. 4
Average number of hours per day spent in the classroom	T–52	5. 3	5. 4	5. 5	5. 8	5. 9	5. 8	6. 1	6. 1	6. 0	6. 2	6. 0	6. 1	5. 5	5. 5	5. 6
Average number of students per class	T–53	31	30	29	33	32	31	32	30	31	33	30	31	32	31	31
Average number of different subjects taught	T–54	6. 2	5. 5	5. 5	5. 3	5. 7	5. 7	5. 6	6. 2	6. 1	5. 6	5. 2	4. 8	5. 8	6. 1	6. 0
Proportion of different courses taught	T–56	. 59	. 51	. 47	. 51	. 50	. 52	. 71	. 59	. 53	. 76	. 49	. 44	. 68	. 64	. 60
Average number of hours counseling per week, outside of official guidance assignment	T–55	1. 4	1. 3	1. 2	1. 4	1. 3	1. 3	2. 1	1. 3	1. 3	2. 0	1. 2	1. 4	1. 7	1. 5	1. 5
Average number of days absent last school year	T–27	5. 7	5. 2	4. 7	4. 5	4. 0	3. 8	3. 7	4. 3	4. 2	3. 6	3. 1	2. 8	5. 0	4. 3	4. 1
Percent who requested assignment to their present school	T–29	59	56	52	74	60	52	74	59	52	60	30	27	70	70	63

secondary school teachers. Similarly, teachers of Negroes are more likely to have requested assignment to the current school than are teachers of whites. In every region at both grade levels the average Negro attends a school in which, compared to the average white, a larger proportion of teachers asked to be assigned to the school they are teaching in. The differences by race seem especially large in the Southern States and in the metropolitan Midwest, while in the metropolitan West they nearly disappear. But in contrast, teachers of whites more typically than teachers of Negroes would not elect to teach in another school if given the choice.

There are small differences between teachers of whites and teachers of Negroes in the percent who would reenter teaching if they could go back in time and remake the occupational choice, but at both elementary and secondary levels the teachers of whites more often would reenter. This difference seems to be slightly stronger in the South. On the other hand, a smaller proportion of the teachers of whites plan definitely to remain in teaching until retirement. Small reversals occur at the regional level, but at no regional or strata level are the differences by race very pronounced.

Overall, there is no clear evidence that commitment to teaching, or commitment to the particular school system, are either stronger or weaker among teachers of Negroes than among teachers of whites.

Table 2.34.3.—For schools attended by the average minority and white pupil, *secondary* teachers' working conditions, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Average annual teacher's salary (in $1,000)	T–32	6.6	6.6	6.4	6.4	6.8	6.8	7.6	7.7	6.8	6.8	7.7	7.6	7.0	7.0
Average number of hours per day spent preparing lessons	T–51	3.2	3.2	3.4	3.3	3.3	3.3	3.1	3.2	3.2	3.2	3.3	3.4	3.2	3.2
Average number of hours per day spent in the classroom	T–52	5.1	5.1	5.2	5.1	5.1	5.1	4.8	4.8	5.2	5.1	5.1	5.2	5.1	5.1
Average number of students per class	T–53	32	31	34	32	32	32	34	33	32	32	34	34	33	32
Average number of different subjects taught	T-54	2.9	2.9	3.0	2.8	2.9	2.9	2.6	2.6	2.9	2.9	2.8	2.7	2.7	2.7
Proportion of different courses taught	T–56	.34	.33	.40	.34	.34	.34	.34	.32	.34	.33	.33	.31	.33	.32
Average number of hours counseling per week, outside of official guidance assignment	T–55	1.7	1.6	2.2	1.7	1.8	1.7	1.7	1.6	1.8	1.7	1.9	1.7	1.8	1.6
Average number of days absent last school year	T–27	2.8	2.8	3.2	3.0	2.8	2.7	3.6	3.5	2.9	2.8	3.2	3.2	3.0	3.0
Percent who requested assignment to their present school	T–29	29	26	45	30	31	28	42	30	28	25	41	40	34	30

Table 2.34.4.—For schools attended by the average white and minority pupil, *secondary* teachers' working conditions, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Average annual teacher's salary (in $1,000)	T–32	6.4	6.4	6.6	6.0	6.0	6.3	4.9	5.2	5.2	5.6	5.8	5.8
Average number of hours per day spent preparing lessons	T–51	3.4	3.3	3.2	3.2	3.2	3.2	3.5	3.4	3.3	3.7	3.3	3.4
Average number of hours per day spent in the classroom	T–52	5.2	5.1	5.1	5.3	5.3	5.2	5.5	5.2	5.3	5.4	4.9	4.8
Average number of students per class	T–53	34	32	31	29	29	28	34	29	30	30	30	31
Average number of different subjects taught	T–54	3.0	2.8	2.9	3.5	3.5	3.4	3.4	3.3	3.0	3.7	2.8	3.1
Proportion of different courses taught	T–56	.40	.34	.33	.36	.36	.33	.51	.40	.38	.47	.37	.45
Average number of hours counseling per week, outside of official guidance assignment	T–55	2.2	1.7	1.6	1.4	1.4	1.6	2.3	1.8	1.8	2.7	2.1	2.2
Average number of days absent last school year	T–27	3.2	3.0	2.8	2.6	2.6	2.4	2.9	2.8	2.8	2.2	1.9	1.8
Percent who requested assignment to their present school	T–29	45	30	26	21	19	13	39	19	22	35	15	15

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Average annual teacher's salary (in $1,000)	T–32	7.8	7.9	7.6	7.2	7.1	7.2	5.5	5.3	5.4	6.1	5.6	5.5	8.8	8.7	8.3
Average number of hours per day spent preparing lessons	T–51	3.1	3.2	3.2	3.1	3.1	3.1	3.5	3.2	3.2	3.4	3.5	3.4	3.4	3.4	3.4
Average number of hours per day spent in the classroom	T–52	4.8	4.8	4.9	5.2	5.2	5.0	5.2	5.2	5.2	5.4	5.3	5.0	5.0	5.0	5.1
Average number of students per class	T–53	34	33	32	36	32	32	35	34	33	36	31	35	36	36	34
Average number of different subjects taught	T–54	2.6	2.6	2.6	3.0	2.8	2.6	2.6	2.2	2.5	3.3	3.8	2.9	2.6	2.5	2.7
Proportion of different courses taught	T–56	.36	.33	.33	.34	.31	.31	.38	.29	.30	.42	.53	.35	.31	.30	.31
Average number of hours counseling per week, outside of official guidance assignment	T–55	1.9	1.6	1.5	1.9	1.5	1.6	2.2	1.4	1.6	2.9	2.4	1.8	2.0	1.8	1.7
Average number of days absent last school year	T–27	4.3	3.9	3.6	3.0	2.6	2.6	3.3	3.4	2.9	2.7	1.7	1.9	3.3	3.4	3.3
Percent who requested assignment to their present school	T–29	47	38	31	46	30	35	53	36	39	41	17	13	46	41	41

Table 2.34.5.—For schools attended by the average minority and white pupil, attitudes of *elementary* teachers on their profession, their school, and their students, for the United States, fall 1965

[NOTE.—Items which are marked with an asterisk (*) are scores for schools attended by the average minority or white pupil]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Percent who would definitely reenter teaching	T–37	57	57	54	57	58	58	55	56	56	57	57	57	57	57
Percent who plan to remain in teaching until retirement	T–50	39	37	45	39	44	41	42	39	41	39	38	38	41	38
Percent who would continue teaching in their present school	T–38	63	65	55	68	58	63	57	66	59	63	59	65	59	65
Teacher's rating of student effort	T–33*	2.3	2.4	1.9	2.4	2.2	2.4	1.9	2.4	2.2	2.4	2.2	2.4	2.2	2.4
Teacher's rating of student ability	T–34*	2.3	2.4	1.9	2.4	2.1	2.3	1.9	2.4	2.1	2.3	2.1	2.3	2.2	2.4
Teacher's perception of reputation of their school among outside teachers	T–44*	2.8	2.9	2.7	2.9	2.8	2.9	2.6	2.9	2.7	2.9	2.7	2.8	2.7	2.9
Teacher's problems with students and their homes	T–47*	.10	.08	.19	.10	.14	.10	.17	.10	.13	.10	.12	.09	.13	.09
Teacher's problems in school functioning	T–47*	.07	.06	.11	.07	.08	.07	.10	.07	.08	.06	.07	.06	.08	.06

Table 2.34.6.—For schools attended by the average white and Negro pupil, attitudes of *elementary* teachers on their profession, their school, and their students, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—Items which are marked with an asterisk (*) are scores for schools attended by the average white or Negro pupil]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Percent who would definitely reenter teaching	T–37	54	57	57	60	60	56	53	51	52	52	61	63
Percent who plan to remain in teaching until retirement	T–50	45	39	37	42	41	35	50	51	51	57	51	55
Percent who would continue teaching in their present school	T–38	55	68	65	56	60	60	49	66	73	57	71	64
Teacher's rating of student effort	T–33*	1. 9	2. 4	2. 4	2. 0	2. 2	2. 4	2. 0	2. 2	2. 3	2. 2	2. 1	2. 4
Teacher's rating of student ability	T–34*	1. 9	2. 4	2. 4	1. 9	2. 1	2. 3	2. 1	2. 3	2. 3	2. 2	2. 2	2. 3
Teacher's perception of reputation of their school among outside teachers	T–44*	2. 7	2. 9	2. 9	2. 4	2. 6	2. 7	2. 8	2. 9	2. 9	2. 9	2. 9	2. 9
Teacher's problems with students and their homes	T–47*	. 19	. 10	. 08	. 14	. 11	. 07	. 21	. 12	. 11	. 15	. 13	. 11
Teacher's problems in school functioning	T–47*	. 11	. 07	. 06	. 08	. 07	. 06	. 12	. 08	. 07	. 07	. 06	. 06

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Percent who would definitely reenter teaching	T–37	49	53	55	50	58	57	54	62	59	56	66	68	60	55	59
Percent who plan to remain in teaching until retirement	T–50	31	32	32	34	31	31	51	36	34	48	46	46	41	36	34
Percent who would continue teaching in their present school	T–38	53	66	64	49	62	63	61	75	76	63	58	59	55	67	66
Teacher's rating of student effort	T–33*	1. 8	2. 6	2. 6	1. 7	2. 4	2. 4	2. 0	2. 4	2. 4	2. 1	2. 3	2. 3	1. 7	2. 4	2. 6
Teacher's rating of student ability	T–34*	1. 7	2. 6	2. 6	1. 6	2. 4	2. 4	2. 0	2. 4	2. 4	2. 1	2. 3	2. 3	1. 5	2. 3	2. 5
Teacher's perception of reputation of their school among outside teachers	T–44*	2. 4	3. 1	3. 0	2. 1	2. 9	2. 9	3. 1	3. 0	3. 1	2. 9	2. 9	2. 9	2. 3	2. 9	2. 9
Teacher's problems with students and their homes	T–47*	. 17	. 08	. 07	. 20	. 08	. 08	. 19	. 09	. 08	. 17	. 12	. 11	. 21	. 10	. 08
Teacher's problems in school functioning	T–47*	. 11	. 07	. 06	. 09	. 06	. 06	. 11	. 06	. 06	. 09	. 07	. 07	. 10	. 07	. 06

Table 2.34.7.—For schools attended by the average minority and white pupil—attitudes of *secondary* teachers on their profession, their school, and their students, for the United States, fall 1965

[NOTE.—Items which are marked with an asterisk (*) are scores for schools attended by the average minority or white pupil]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Percent who would definitely reenter teaching	T–37	43	43	42	45	44	45	44	45	43	44	44	46	44	44
Percent who plan to remain in teaching until retirement	T–50	34	33	38	35	36	35	41	40	34	33	40	37	36	35
Percent who would continue teaching in their present school	T–38	50	51	46	55	49	50	48	56	48	50	48	48	50	51
Teacher's rating of student effort	T–33*	2. 2	2. 3	1. 8	2. 2	2. 1	2. 2	1. 9	2. 4	2. 0	2. 2	2. 1	2. 3	2. 2	2. 3
Teacher's rating of student ability	T–34*	2. 3	2. 4	2. 0	2. 3	2. 1	2. 3	1. 8	2. 5	2. 1	2. 3	2. 1	2. 3	2. 2	2. 4
Teacher's perception of reputation of their school among outside teachers	T–44*	2. 8	2. 8	2. 6	2. 8	2. 6	2. 8	2. 2	2. 9	2. 6	2. 7	2. 6	2. 7	2. 6	2. 8
Teacher's problem with students and their homes	T–47*	. 13	. 11	. 20	. 13	. 16	. 14	. 18	. 11	. 15	. 13	. 16	. 13	. 15	. 12
Teacher's problems in school functioning	T–47*	. 09	. 08	. 11	. 09	. 09	. 09	. 10	. 08	. 09	. 09	. 10	. 09	. 09	. 09

Table 2.34.8.—For schools attended by the average white and Negro pupil, attitudes of *secondary* teachers on their profession, their school, and their students, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—Items which are marked with an asterisk (*) are scores for schools attended by the average white or Negro pupil]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Percent who would definitely reenter teaching	T–37	42	45	43	47	46	42	39	45	41	49	53	54
Percent who plan to remain in teaching until retirement	T–50	38	35	33	25	24	28	35	35	36	43	42	43
Percent who would continue teaching in their present school	T–38	46	55	51	39	42	42	42	60	59	47	65	63
Teacher's rating of student effort	T–33*	1. 8	2. 2	2. 3	2. 0	2. 0	2. 3	1. 9	2. 2	2. 2	1. 8	2. 1	2. 2
Teacher's rating of student ability	T–34*	2. 0	2. 3	2. 4	2. 1	2. 1	2. 3	2. 1	2. 3	2. 3	2. 0	2. 3	2. 3
Teacher's perception of reputation of their school among outside teachers	T–44*	2. 6	2. 8	2. 8	2. 4	2. 5	2. 5	2. 7	2. 9	2. 9	2. 9	2. 8	2. 8
Teacher's problems with students and their homes	T–47*	. 20	. 13	. 11	. 15	. 14	. 10	. 20	. 11	. 12	. 18	. 14	. 13
Teacher's problems in school functioning	T–47*	. 11	. 09	. 08	. 08	. 07	. 07	. 14	. 07	. 08	. 08	. 07	. 07

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Percent who would definitely reenter teaching	T–37	42	43	43	47	43	40	36	46	42	41	38	46	50	50	47
Percent who plan to remain in teaching until retirement	T–50	44	41	38	37	35	31	36	26	23	37	28	30	44	43	41
Percent who would continue teaching in their present school	T–38	51	61	55	45	50	49	50	57	62	55	48	51	42	45	47
Teacher's rating of student effort	T–33*	1. 8	2. 6	2. 4	1. 9	2. 4	2. 4	1. 9	2. 1	2. 3	2. 0	2. 3	2. 0	1. 6	2. 0	2. 3
Teacher's rating of student ability	T–34*	1. 8	2. 6	2. 5	2. 1	2. 5	2. 5	2. 1	2. 2	2. 4	2. 2	2. 4	2. 2	1. 5	2. 0	2. 4
Teacher's perception of reputation of their school among outside teachers	T–44*	2. 2	3. 1	2. 9	2. 5	2. 8	2. 9	3. 0	2. 8	3. 0	2. 8	2. 9	2. 7	1. 9	2. 5	2. 8
Teacher's problems with students and their homes	T–47*	. 18	. 10	. 10	. 18	. 12	. 11	. 20	. 13	. 11	. 20	. 14	. 16	. 25	. 19	. 14
Teacher's problems in school functioning	T–47*	. 11	. 08	. 08	. 10	. 08	. 08	. 12	. 11	. 09	. 09	. 11	. 12	. 11	. 11	. 09

Table 2.34.9.—For the schools attended by the average minority and white *secondary* pupil, guidance counselors' working conditions, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Average number of students assigned for counseling	T–65	391	397	359	420	366	376	377	370	383	401	380	392	380	394
Average number of students counseled per week	T–66	39	39	36	40	37	39	39	42	41	41	36	37	40	40
Average percent of counsel time devoted to—															
Student course selection	T–67	29	29	29	29	28	27	29	29	28	29	29	25	29	27
Student college choice and college major	T–67	24	24	21	22	20	21	19	22	22	23	21	19	22	22
Personal or emotional adjustment	T–67	22	22	25	25	24	24	28	25	23	23	26	24	25	24
Vocational job selection	T–67	21	21	21	19	20	20	18	18	20	18	20	18	21	21

Table 2.34.10.—For the schools attended by the average white and Negro *secondary* pupil, guidance counselors' working conditions, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Average number of students assigned for counseling	T–65	359	420	397	356	378	378	316	365	407	407	580	349
Average number of students counseled per week	T–66	36	40	39	33	34	33	32	34	33	32	34	28
Average percent of counsel time devoted to—													
Student course selection	T–67	29	29	29	23	25	26	24	27	25	22	26	20
Student college choice and college major	T–67	21	22	24	27	29	28	22	25	23	21	23	21
Personal or emotional adjustment	T–67	25	25	22	19	20	20	23	20	22	25	22	22
Vocational job selection	T–67	21	19	21	21	23	28	24	23	23	32	33	25

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Average number of students assigned for counseling	T–65	382	385	389	309	320	345	399	487	580	346	533	571	357	360	351
Average number of students counseled per week	T–66	42	44	42	35	42	37	37	41	53	28	48	56	40	37	41
Average percent of counsel time devoted to—																
Student course selection	T–67	30	33	31	34	35	35	32	30	31	24	18	19	30	24	29
Student college choice and college major	T–67	20	25	27	21	21	22	25	22	24	16	20	21	15	18	19
Personal or emotional adjustment	T–67	27	21	21	26	24	22	22	29	29	28	14	14	29	29	26
Vocational job selection	T–67	22	15	18	18	19	20	19	18	13	19	24	21	17	18	18

Table 2.34.11.—Percent of minority and white children in *elementary* schools with various practices and conditions affecting the instructional staff, for the United States, fall 1965

[NOTE.—All items refer to percent of students except those marked with an asterisk (*) which are averages for schools attended by minority and white students]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Teacher tenure available in school system	P-28	69	70	64	56	68	66	68	65	69	66	79	80	74	73
School uses National Teachers Exams	P-29	13	10	28	14	12	9	30	18	14	9	11	9	17	13
Principal believes school average or above	P-69	92	94	85	95	86	94	83	94	88	93	89	94	87	94
Principal does not have teaching duties	P-70	67	67	70	72	61	58	72	72	70	68	68	69	66	66
Principal's salary below $9,000	P-71	47	48	46	48	49	50	47	48	44	47	30	29	40	42
Average principal's salary (in $1,000's)*	P-71	9. 75	9. 67	9. 98	9. 56	9. 71	9. 58	10. 18	10. 08	9. 91	9. 63	10. 82	10. 78	10. 24	10. 09
Average percent of time principals teach*	P-70	12. 7	12. 8	10. 9	9. 5	16. 5	16. 6	10. 2	9. 7	11. 4	12. 0	8. 2	8. 7	11. 4	12. 3
Percent of teachers having tenure*	T-35	42. 3	42. 7	42. 4	39. 9	37. 9	38. 4	40. 2	42. 4	40. 0	40. 3	49. 9	49. 8	42. 7	42. 9
Average annual percent of teachers leaving school*	P-27	10. 0	10. 3	7. 5	9. 3	11. 6	12. 4	7. 9	9. 2	10. 9	11. 4	11. 3	11. 1	11. 2	11. 0

Table 2.34.12.—Percent of white and Negro children in *elementary* schools with various practices and conditions affecting the instructional staff, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—All items refer to percent of students except those marked with an asterisk (*) which are averages for schools attended by minority and white students]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Teacher tenure availabe in school system	P-28	64	56	70	70	73	64	34	36	49	7	20	36
School uses national teachers exams	P-29	28	14	10	0	0	1	21	16	17	6	5	3
Principal believes school average or above	P-69	85	95	94	86	94	94	91	96	96	95	91	98
Principal does not have teaching duties	P-70	70	72	67	53	47	57	56	50	54	56	56	43
Principal's salary below $9,000	P-71	46	48	48	54	57	64	86	84	86	79	47	63
Average principal's salary (in $1,000's)*	P-71	9. 98	9. 56	9. 67	8. 70	8. 62	8. 60	6. 98	7. 35	7. 26	8. 05	8. 91	8. 56
Average percent of time principals teach*	P-70	10. 9	9. 5	12. 8	31. 3	34. 1	21. 2	21. 0	20. 3	20. 1	24. 7	18. 3	29. 3
Percent of teachers having tenure*	T-35	42. 4	39. 9	42. 7	39. 1	39. 8	37. 6	27. 9	32. 9	39. 6	14. 5	23. 1	20. 1
Average annual percent of teachers leaving school*	P-27	7. 5	9. 3	10. 3	12. 3	11. 4	10. 3	5. 8	8. 0	10. 2	6. 5	9. 3	16. 3

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Teacher tenure available in school system	P-28	100	99	98	94	79	76	51	29	58	64	40	39	92	95	90
School uses national teachers exams	P-29	68	40	18	29	5	5	29	14	34	58	10	12	6	3	2
Principal believes school average or above	P-69	87	96	96	76	97	96	90	99	97	85	85	84	67	91	89
Principal does not have teaching duties	P-70	79	84	84	86	82	78	83	91	78	71	53	66	56	62	61
Principal's salary below $9,000	P-71	4	8	13	8	18	28	65	71	74	65	93	86	0	0	1
Average principal's salary (in $1,000's)*	P-71	13. 34	12. 86	12. 09	12. 10	11. 33	10. 79	8. 48	7. 76	8. 24	8. 71	7. 11	7. 32	13. 83	12. 96	12. 60
Average percent of time principals teach*	P-70	2. 6	2. 0	3. 0	2. 2	4. 6	6. 7	7. 2	3. 3	5. 4	15. 2	24. 5	16. 6	6. 9	4. 6	5. 4
Percent of teachers having tenure*	P-35	56. 7	59. 4	60. 7	59. 9	49. 9	45. 0	39. 1	27. 9	38. 1	28. 4	17. 2	23. 2	58. 6	59. 9	51. 2
Average annual percent of teachers leaving school*	P-27	7. 5	7. 2	7. 9	8. 2	13. 0	12. 2	4. 2	9. 2	9. 2	7. 1	12. 1	11. 2	14. 3	10. 3	9. 5

Table 2.34.13.—Percent of minority and white children in *secondary* schools with various practices and conditions affecting the instructional staff, for the United States, fall 1965

[NOTE.—All items refer to percent of students except those marked with an asterisk (*) which are averages for schools attended by minority and white students]

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Teacher tenure available in school system	P–28	71	72	61	60	65	64	86	85	71	66	85	92	78	77
School uses national teachers exams	P–29	13	10	29	17	11	8	37	29	13	10	9	7	17	12
Principal believes school average or above	P–69	95	97	89	98	96	97	85	95	94	96	92	97	91	95
Principal does not have teaching duties	P–70	87	85	92	87	85	86	95	94	90	92	97	96	92	93
Principal's salary below $9,000	P–71	28	28	33	37	27	27	11	14	27	27	9	16	17	19
Average principal's salary (in $1,000's)*	P–71	11	11	11	11	12	12	15	15	12	12	14	13	13	13
Average percent of time principals teach*	P–70	4. 7	5. 1	3. 0	5. 2	6. 7	6. 2	2. 4	2. 5	2. 6	2. 3	1. 1	1. 7	2. 2	2. 1
Percent of teachers having tenure*	T–35	45. 5	45. 9	40. 8	41. 4	46. 9	46. 0	57. 9	58. 6	44. 5	44. 1	62. 3	60. 9	51. 3	51. 1
Average annual percent of teachers leaving school*	P–27	10. 9	11. 5	7. 3	10. 5	10. 7	11. 5	6. 4	7. 9	11. 8	12. 7	8. 5	10. 2	12. 1	12. 5

Table 2.34.14.—Percent of white and Negro children in *secondary* schools with various practices and conditions affecting the instructional staff, for metropolitan and nonmetropolitan areas, by region, fall 1965

[NOTE.—All items refer to percent of students except those marked with an asterisk (*) which are averages for schools attended by minority and white students]

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Teacher tenure available in school system	P–28	61	60	72	47	47	73	33	32	41	2	3	3
School uses national teachers exams	P–29	29	17	10	0	0	0	24	17	8	5	9	7
Principal believes school average or above	P–69	89	98	97	99	100	89	95	99	98	96	99	99
Principal does not have teaching duties	P–70	92	87	85	82	82	76	83	69	80	66	73	61
Principal's salary below $9,000	P–71	33	37	28	46	46	34	66	59	63	39	21	37
Average principal's salary (in $1,000's)*	P–71	11.4	11.3	11.4	9.6	9.6	9.9	8.2	8.8	8.6	9.0	10.3	9.3
Average percent of time principals teach*	P–70	3.0	5.2	5.1	10.0	10.4	8.1	5.7	8.5	6.8	19.1	12.7	21.9
Percent of teachers having tenure*	T–35	40.8	41.4	45.9	30.1	29.4	39.1	26.7	32.2	36.5	19.2	22.6	26.4
Average annual percent of teachers leaving school*	P–27	7.3	10.5	11.5	12.7	12.7	16.1	7.1	11.4	11.8	7.3	11.3	10.9

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Teacher tenure available in school system	P–28	100	100	98	97	82	83	50	53	79	24	13	15	96	96	88
School uses national teachers exams	P–29	65	44	18	11	5	12	39	21	23	63	15	17	1	1	4
Principal believes school average or above	P–69	81	95	98	72	100	100	98	100	100	100	100	100	69	96	97
Principal does not have teaching duties	P–70	99	99	99	99	76	91	94	98	69	93	79	82	100	99	96
Principal's salary below $9,000	P–71	0	0	1	24	26	10	39	53	54	14	80	82	0	0	0
Average principal's salary (in $1,000's)*	P–71	14.6	15.4	14.1	12.8	11.5	12.2	10.0	9.9	9.6	11.4	8.9	8.8	17.1	15.7	14.9
Average percent of time principals teach*	P–70	.1	.1	.1	.5	14.7	3.7	.9	.2	3.8	4.5	11.3	13.3	.1	.2	.6
Percent of teachers having tenure*	T–35	64.1	65.3	65.1	56.4	55.1	51.9	34.1	28.6	39.9	17.1	14.1	17.8	59.1	64.2	57.4
Average annual percent of teachers leaving school*	P–27	5.6	7.0	8.0	10.7	7.7	11.1	4.3	12.4	9.5	4.7	13.9	13.5	11.5	9.3	9.6

Whites more often attend schools that the teachers believe are well regarded by their fellow teachers in other schools (the perceived rating could go from 1 to 5, with 5="Among the best" and 1="A poor school;" the table values are averages based on such numbers). The most striking difference regionally is in the metropolitan Northeast, especially at the secondary level where the average white attends a school in which the rating value for whites is above the national average for whites (3.1 vs. 2.8) but for the average Negro student the rating is below the national figure for Negroes (2.2 vs. 2.6).

Secondary school teachers also were asked indication of the kind of high school they would most like to work in, whether academic, comprehensive, special curriculum, vocational, or commercial. (The table value reports the percent preferring an academic high school.) At the national level, the probability is slightly higher for the average white compared to the average Negro that he will attend a school whose teachers prefer an academic curriculum (45 vs. 40). Nonmetropolitan areas and the metropolitan South blur this difference, for in the other regions of the Nation it is more pronounced; for example, in the metropolitan Northeast, the average white student attends a school in which 50 percent of the teachers prefer the academic program, and this value is only 39 percent for the average Negro.

Teachers report slightly more time spent in class preparation outside of the scheduled workday in schools attended by the average Negro. Variations in this small difference by region are not important, except that the difference is more pronounced in the metropolitan South and reversed in the metropolitan Northeast.

The average number of hours a day reported spent in the classroom by the elementary teachers for the country as a whole is 5.9. Some small regional variations occur, but there are practically no intraregional racial differences. The average number of hours a day spent in the classroom by the secondary teachers, nationally, 5.2 for Negroes and 5.1 for whites. Small regional differences are evident, but within regions the different racial groups are quite consistent, with a slight tendency in the nonmetropolitan South and Southwest for the teachers of Negroes to have more classroom hours than the teachers of the comparable whites.

At the national level, the average number of students per class as reported by the elementary teachers is 30.2; for the average white student it is 30.5 and it is 31.7 for Negroes. Within the regions the teachers of Negroes tend to report larger averages by one or two students than do the teachers of the comparable whites. The most extreme difference is in the metropolitan Southwest region where the reported class size by teachers of Negroes averages 32.7 and for teachers of whites in the same counties averages 29.5.

For secondary teachers, the range among the racial and regional groups is larger than at the elementary level; the reported average of teachers of whites stands at 32.4 compared to an average of 34.4 for Negroes. Again, the difference in average class size is particularly large in the metropolitan Southwest, where the average Negro pupil's class includes 36.3 pupils as against 31.5 for the average white. On the other hand, there are four strata—the metropolitan South and the nonmetropolitan Northwest and Southwest—in which the racial differences in averages either are negligible or disappear altogether.

Elementary teachers in the Nation teach an average of 5.4 subjects, compared to an average of 2.9 at the secondary level. The average is slightly higher for teachers of whites at the secondary level—3.0 vs. 2.8—but not at the elementary level (5.5 and 5.6 respectively).

Many contemporary schools employ specialized guidance personnel, and a section that follows shortly examines the distribution of this staff resource. But the trained guidance counselor does not eliminate the classroom teacher's need to advise with pupils as individuals and in groups. Nationally, elementary teachers estimate that they spend 1.4 hours per week in counseling; secondary teachers estimate 1.7 hours. At both levels, the estimate is distinctly higher in schools attended by the average Negro: 1.8 vs. 1.4 and 2.2 vs. 1.7.

Nationally, the average white 12th grader attends a school in which the number of pupils formally assigned to the counselor is larger than is the case for the average Negro, though there is wide regional variation. The pattern is similar with respect to the number of different students actually counseled in an average week. Slightly fewer students are seen each week by counselors in schools, attended by the average Negro 12th grader. Again, there is wide regional variation.

Counselors allot their time over various possible kinds of activity, and the respondents in this survey were asked to indicate what percent of their time they devote to each of the following:

Educational counseling concerned with course selection, programing, etc.; educational counseling concerned with choosing a college or a college major, etc.; counseling concerning personal and emotional adjustment; and vocational or job counseling.

The percentage of time spent on counseling for course selection, programing, etc., in schools attended by the average 12th grader in the Nation is 29 percent. Little or no racial variation occurs and the percentages are similar for different regions. The national average in percent of counseling time spent regarding college choice, etc., is 24 percent. The within regional averages are quite homogeneous, with the largest difference found on comparing the teachers of the metropolitan Northeast Negroes (20 percent) with the teachers of whites in that region (27 percent).

The average time spent in counseling for personal adjustment by counselors in the country as a whole is 23 percent. Differences do not occur among the racial groups in any magnitude. Only one region, the metropolitan Southwest, shows much difference between the teachers of Negroes and those of comparable whites; its averages are 28 and 14 percent respectively.

The percentage of time spent in vocational counseling in the Nation is 21 percent. Differences among racial groups and regions are small. Only in the metropolitan Northeast, where this type of counseling activity is more common for teachers of the average Negro, and in the metropolitan Southwest, where the reverse is true, are the differences by race of magnitude at all.

When we compare Mexican American, Puerto Rican, Indian, and Oriental American students, with whites in their same counties, there are few differences. Most of the relationships approximate those between whites and Negroes. In teachers' salary, there are no differences by race of student that exceeded $100 annually, and there are no appreciable differences in absenteeism rates. The average member of any minority group attends a school in which, compared to the average white, the teachers do not rate the students as high in academic effort or in ability; the difference is most pronounced in the case of Puerto Ricans. Teachers of minorities are slightly more likely to report that they asked to teach in their present school (this is notably the case with Puerto Ricans), and teachers in schools attended by Puerto Ricans and (at the elementary level) Orientals are more likely to say they would teach in another school if given the chance. They do, however, more often report plans to make a lifelong career of teaching. Teachers in schools attended by whites rate their schools higher on reputation, and this is especially true in comparison to schools attended by Puerto Ricans. Teachers of whites more often prefer to teach in academic schools, but differences are small. There are no differences between teachers by race of student in hours spent in preparation, in hours spent in teaching, or in the number of different subjects taught. Compared to the average white, a minority group member (except for Oriental Americans) attends a school with larger enrollment per classroom, but in no instance is the difference as much as two students per class. The teachers of minorities, especially of Mexican Americans, report spending somewhat more time counseling, and, the number of students formally assigned to guidance counselors is generally quite similar by race (only Mexican Americans have fewer students per counselor). Finally, there is a remarkable similarity in the type of counseling activity undertaken by counselors; virtually without exception, the race of student body has no relation to how the counselor's time is apportioned between educational, personal, and vocational counseling.

For the United States as a whole the average elementary school pupil attends schools in which 9 percent of the teachers leave each year. The average white attends a school in which the turnover rate is 9 percent, compared to 6 percent for the average Negro; thus, faculties are somewhat more stable in schools attended by Negroes. At the secondary level the comparable figures are 11 percent and 7 percent. The teacher turnover rate tends to be notably greater for whites in the South and Southwest regions than for Negroes in these same regions, for both metropolitan and nonmetropolitan areas. The largest teacher turnover rate for Negroes occurs in the nonmetropolitan North and West. In contrast, the lowest rate for Negroes (4 percent) is found in the metropolitan South. The teacher turnover rate for whites is around 10 percent in all regions.

Negroes are somewhat more likely (59 percent vs. 52 percent) than whites to attend elementary schools in which a tenure system exists, but this difference does not appear at the secondary level. There are great regional differences in the likelihood of a tenure system, with such systems being more frequent in metropolitan than in nonmetropolitan areas and in the North and West than the

South and Southwest. Thus, only a third of the teachers in the nonmetropolitan South are employed in schools with a tenure system (there is no variation by race), compared to virtually all in the metropolitan Northeast (again, no variation by race). Overall, there are major variations between regions but no consistent ones between races at either national or regional levels.

The schools that make use of the National Teacher Examination or an equivalent local examination in hiring teachers enroll less than a fifth of the Nation's school children. Metropolitan schools use the test more frequently than others, and its use is more common in the Northeast than elsewhere, least common in the West. Typically, the NTE is used more often in schools attended by the average Negro than by the average white, and regional differences in the magnitude of this tendency vary greatly. Extreme examples of this racial discrepancy by region are the metropolitan Northeast (where 70 percent of Negro pupils and 40 percent of white pupils attend schools that use the examination) and the metropolitan Southwest (58 percent vs. 11 percent).

Approximately 70 percent of elementary pupils and 90 percent of high school pupils attend schools in which the principal does not have teaching duties. Nonteaching principals are more typical of metropolitan areas, and in no region except possibly the South does there seem to be any significant tendency for the principal to have teaching duties more frequently in schools attended by Negroes than in those attended by whites. By the same token, only a small proportion of the average principal's time is taken by teaching duties (11 percent in elementary schools, 4 percent in high schools) and it is as common for the proportion to be higher for principals of white students than for those of Negro pupils.

At both secondary and primary levels, the average Negro pupil attends a school in which the principal's salary slightly ($100 to $200) exceeds that of the principal in schools in which the average white pupil is enrolled. This deficit for whites is not true in all regions, however; specifically, salaries are higher for whites at both levels in the nonmetropolitan South and Southwest and only in high schools are they higher in the metropolitan Northeast. For the Nation as a whole and in most of its regions there is remarkably little variation by race in our other measure of principals' salary, the percent who receive less than $9,000 annually. The differences in principals' salaries by region from lows of $7,060 and $8,200 for elementary and secondary principals respectively, to highs of $13,180 and $17,000, and by elementary-secondary are substantial, but those by race are small.

The teacher turnover rates tend to be lower for teachers in schools attended by other minority groups in comparison to those attended by whites.

Also, there is more often a tenure system in the schools of minorities, but in both instances the differences are quite small. There is a clear tendency for the schools of other minority groups, as with Negroes, to use the National Teacher Examination more often. However, there is no difference between these minorities and whites in whether the principal teaches, or in the amount of time spent teaching by principals who do teach, not in principals' salaries or in the percent of teachers who have tenure.

Highlights.—Compared to the average white, the average Negro pupil attends a school in which the teachers are

—neither more nor less likely to have high absenteeism rates.

—paid more in some regions and less in others; thus the national averages are about the same.

—more likely to have requested assignment to their particular school and to expect to make a lifelong career of teaching.

—less likely to wish to remain in their present school if given a chance to change, or to declare they would reenter teaching if the decision could be made again.

—less likely to rate students high on academic motivation and ability.

—less likely to believe that the school has good reputation with other teachers.

—less likely to prefer to teach in an academic high school.

—more likely to spend a substantial amount of time in class preparation.

—more likely to teach large classes.

—more likely to spend time counseling with students.

—somewhat more likely to have taught in the school the prior year.

—more likely to take a teacher's examination as a condition of employment.

Compared to the average white, the average Negro student attends a school in which the principal

—is neither more nor less likely to have teaching duties, nor to spend much time in the classroom if he does teach.

—receives a slightly higher salary.

2.35 *Attitudes of principals and teachers on race-related issues*

The questions discussed in this section relate to the preferences that teachers have as to the social class, ethnic, racial, and ability composition on the student body, and to the attitudes of both teachers and principals concerning certain current race-relevant issues in school policy: whether the neighborhood elementary school should be retained; whether bussing of elementary school children is a desirable practice; whether compensatory educational programs for the disadvantaged are warranted at extra cost; and the most appropriate racial composition of the faculty in schools that are, respectively, all or mostly nonwhite, racially mixed, and all or mostly white. For these latter items the format for data-presentation differs as between teachers and principals: averages are reported for the former and distributions are given for principals. Our discussion will deal more or less simultaneously with teacher results and principal results.

Most teachers do not express a special preference for the children of white-collar and professional workers as pupils; in no region do as many as one-third indicate such preference for upper status children. But the average white child is considerably more likely than the average Negro child to be taught by teachers who do: In the Nation, the average white student attends an elementary school in which 14 percent of the teachers prefer high status students; the corresponding figure for the average Negro is 7 percent; at the high school level the values are, respectively, 17 and 8 percent.

Nationally, teachers of the average white are much more likely to prefer to teach Anglo-Saxon students. The preference is most pronounced, and the magnitude of the difference between teachers of whites and of Negroes is largest, in the Southern States; but the difference exists to some extent in all regions and strata at both elementary and secondary levels. It should be noted, however, that only in the South does the average white attend a school in which a majority of the teachers express a preference for teaching Anglo-Saxons.

The same general pattern exists concerning the preferred race of pupils. Nationally, the average white pupil attends a school in which around 40 percent of the teachers prefer to teach in an all-white school, and the comparable figure is only 5 percent for the average Negro pupil. The figure for the average white is considerably inflated by teachers in the South, where in metropolitan areas about 60 percent and in nonmetropolitan areas around 70 percent want to teach in all-white schools. All other regions are below the national average in percent preferring all whites, but in every region and stratum the proportion of teachers preferring not to teach nonwhites is higher for the average white than for the average Negro pupil.

Teachers in schools attended by the average white are more likely to prefer high-ability pupils. This is true at the national level and true in each region and stratum. For the average elementary school Negro in the Nation, 15 percent of his teachers prefer to teach pupils of high ability, as against 24 percent for the average white in the same county; at the secondary level, comparable figures are 28 and 40 percent.

Table 2.35.1.—For schools attended by the average minority and white pupil—percent of *elementary* teachers who express a preference for a certain type of pupil they desire to teach and who express certain attitudes on current school issues, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Percent of teachers who prefer to teach children—															
Of professional and white-collar workers	T-40	12	14	7	16	11	14	10	15	10	12	11	13	13	16
Who are Anglo-Saxons	T-41	31	37	7	42	27	37	21	37	26	35	20	28	24	35
Who are white	T-42	30	35	5	43	23	35	19	38	24	34	15	23	21	33
Having high academic ability	T-43	24	26	16	25	20	24	21	26	22	24	24	26	22	25
Percent of teachers who believe in—															
Neighborhood schools	T-46a	84	85	76	84	84	86	80	83	85	84	81	83	82	84
Bussing to achieve desegregation	T-46b	29	27	39	26	31	27	32	27	30	27	32	29	31	27
Compensatory education	T-46c	57	56	62	54	58	56	59	57	57	55	64	61	60	57
Racial mixing of faculties and pupils	T-46d, f	43	39	60	36	46	38	50	39	46	40	52	47	48	41

Table 2.35.2.—For schools attended by the average white and Negro pupil—percent of *elementary* teachers who express a preference for a certain type of pupil they desire to teach and who express certain attitudes on current school issues, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Percent of teachers who prefer to teach children—													
Of professional and white-collar workers	T–40	7	11	14	9	10	7	5	14	13	6	13	15
Who are Anglo-Saxons	T–41	7	42	37	22	29	32	6	57	57	10	42	45
Who are white	T–42	5	43	35	19	25	29	5	67	64	7	35	40
Having high academic ability	T–43	16	25	26	18	22	24	13	22	22	13	26	22
Percent of teachers who believe in—													
Neighborhood schools	T–46a	76	84	85	78	82	85	73	80	83	78	85	87
Bussing to achieve desegregation	T–46b	39	26	27	37	30	29	44	26	24	39	27	27
Compensatory education	T–46c	62	54	56	54	54	56	54	43	47	53	49	48
Racial mixing of faculties and pupils	T–46d, f	60	36	39	48	44	42	57	24	23	53	31	31

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Percent of teachers who prefer to teach children—																
Of professional and white-collar workers	T–40	12	17	17	9	17	17	3	17	19	6	9	8	8	19	21
Who are Anglo-Saxons	T–41	8	16	18	12	35	37	1	57	57	12	38	48	8	23	31
Who are white	T–42	5	12	15	10	39	38	1	60	62	10	37	44	4	13	19
Having high academic ability	T–43	24	30	26	18	27	27	11	22	28	12	17	21	19	30	34
Percent of teachers who believe in—																
Neighborhood schools	T–46a	76	82	82	77	90	90	78	87	87	83	86	88	71	80	86
Bussing to achieve desegregation	T–46b	34	28	30	35	26	24	41	22	19	37	26	21	39	32	31
Compensatory education	T–46c	69	66	66	65	58	56	59	50	50	57	48	54	74	67	61
Racial mixing of faculties and pupils	T–46d, f	60	54	52	58	42	40	62	23	24	55	36	29	65	56	51

Table 2.35.3.—For schools attended by the average minority and white pupil—percent of *secondary* teachers who express a preference for a certain type of pupil they desire to teach and who express certain attitudes on current school issues, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Percent of teachers who prefer to teach children—															
Of professional and white-collar workers	T–40	16	17	8	20	15	18	15	22	15	17	14	18	17	20
Who are Anglo-Saxons	T–41	28	32	8	41	26	32	13	21	24	28	13	17	21	29
Who are white	T–42	25	28	6	42	20	26	10	19	20	25	8	12	17	25
Having high academic ability	T–43	37	39	28	40	38	40	35	42	36	39	36	41	37	41
Percent of teachers who believe in—															
Neighborhood schools	T–46a	80	81	74	80	81	81	76	77	80	81	76	78	78	80
Bussing to achieve desegregation	T–46b	28	26	39	25	29	27	33	30	29	27	33	32	31	28
Compensatory education	T–46c	60	59	66	55	61	60	67	67	60	59	68	66	64	62
Racial mixing of faculties and pupils	T–46d, f	44	42	57	35	46	43	56	50	47	44	58	55	50	45

Table 2.35.4.—For schools attended by the average white and Negro pupil—percent of *secondary* teachers who express a preference for a certain type of pupil they desire to teach and who express certain attitudes on current school issues, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Percent of teachers who prefer to teach children—													
Of professional and white-collar workers	T–40	8	20	17	10	12	11	7	18	16	7	12	12
Who are Anglo-Saxons	T–41	8	41	32	28	31	28	8	69	58	15	47	48
Who are white	T–42	6	42	28	25	27	22	7	73	60	8	37	35
Having high academic ability	T–43	28	40	39	37	39	38	24	37	40	25	37	34
Percent of teachers who believe in—													
Neighborhood schools	T–46a	74	80	81	80	81	79	70	80	80	81	82	82
Bussing to achieve desegregation	T–46b	39	25	26	29	27	28	44	22	23	35	24	24
Compensatory education	T–46c	66	55	59	55	56	62	60	42	49	59	47	50
Racial mixing in faculties and pupils	T–46d, f	57	35	42	44	43	45	56	18	22	50	29	32

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Percent of teachers who prefer to teach children—																
Of professional and white-collar workers	T–40	16	21	21	9	17	21	5	28	25	6	8	13	10	16	22
Who are Anglo-Saxons	T–41	8	11	14	11	28	31	2	55	52	7	26	38	10	15	21
Who are white	T–42	6	9	13	6	30	24	2	61	59	4	27	38	5	8	11
Having high academic ability	T–43	37	43	41	26	33	37	26	45	43	23	28	32	33	42	45
Percent of teachers who believe in—																
Neighborhood schools	T–46a	74	77	79	82	85	86	72	83	87	77	78	84	67	74	76
Bussing to achieve desegregation	T–46b	34	31	29	30	23	24	42	21	18	41	31	21	45	37	34
Compensatory education	T–46c	71	70	67	67	56	58	67	52	54	67	47	49	72	71	69
Racial mixing in faculties and pupils	T–46d, f	61	56	52	53	43	44	59	22	23	57	40	30	62	60	56

Table 2.35.5.—Percent of *elementary* school minority and white pupils whose principals have various attitudes about certain current school issues, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Best educational practice for neighborhood elementary schools	P–95														
Maintain regardless of racial imbalance		62	65	45	63	62	63	52	60	58	59	52	54	59	63
Maintain, but promote racial balance		22	19	35	22	22	22	33	25	22	21	31	32	26	23
Idea of neighborhood schools can be abandoned without any significant loss		8	7	12	8	7	7	8	7	7	7	9	7	7	7
No response		9	10	8	7	9	8	8	8	13	14	8	8	8	7
Best educational practice regarding bussing of elementary school children	P–96														
No bussing to other than neighborhood schools		26	27	20	38	28	31	28	33	28	33	26	25	29	33
Bus only to relieve overcrowding		53	55	46	42	51	51	46k	46	49	52	48	49	51	49
Bus nonwhite children to achieve racial balance		2	1	4	3	2	2	5	3	2	2	2	4	3	3
Bus white and nonwhite children to achieve racial balance		9	7	19	7	9	6	12	9	11	7	11	10	9	8
No response		10	10	11	9	10	9	9	10	14	15	9	10	9	8
Is there a sound basis in educational policy for giving compensatory programs to culturally disadvantaged students at extra cost per pupil?	P–97														
Yes		62	59	72	53	66	64	68	61	61	56	70	68	66	61
No		8	8	8	17	6	7	8	9	8	11	7	6	8	10
Undecided		23	25	14	23	21	23	19	23	20	23	17	20	20	24

Table 2.35.6.—Percent of *elementary* school white and Negro pupils whose principals have various attitudes about certain current school issues, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Best educational practice for neighborhood elementary schools	P-95												
Maintain regardless of racial imbalance		45	63	65	58	56	67	39	60	67	58	73	67
Maintain, but promote racial balance		35	22	19	20	11	15	32	19	10	17	14	11
Idea of neighborhood schools can be abandoned without any significant loss		12	8	7	11	17	5	19	11	11	16	7	9
No response		8	7	10	11	17	13	10	10	13	9	6	13
Best educational practice regarding bussing of elementary school children	P-96												
No bussing to other than neighborhood schools		20	38	27	42	43	22	19	37	41	31	46	40
Bus only to relieve overcrowding		46	42	55	34	36	57	40	35	39	33	40	52
Bus nonwhite children to achieve racial balance		4	3	1	0	0	0	5	4	1	1	7	5
Bus white and nonwhite children to achieve racial balance		19	7	7	11	2	6	24	9	7	26	2	1
No response		11	9	10	13	20	15	12	16	12	9	5	2
Is there a sound basis in educational policy for giving compensatory programs to culturally disadvantaged students at extra cost per pupil?	P-97												
Yes		72	53	59	63	62	60	61	39	46	52	47	58
No		8	17	8	6	3	4	9	18	19	9	22	23
Undecided		14	23	25	24	21	25	22	32	24	26	29	18

Table 2.35.6.—Percent of *elementary* school white and Negro pupils whose principals have various attitudes about certain current school issues, for metropolitan and nonmetropolitan areas, by region, fall 1965—Continued

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Best educational practice for neighborhood elementary schools	P–95															
Maintain regardless of racial imbalance		38	50	53	61	82	80	48	79	71	78	56	67	29	36	53
Maintain, but promote racial balance		48	39	37	25	9	8	30	6	11	7	27	17	55	57	30
Idea of neighborhood schools can be abandoned without any significant loss		7	8	6	9	6	4	12	5	2	1	3	1	12	7	16
No response		7	3	3	5	3	8	10	10	16	14	15	16	4	1	1
Best educational practice regarding bussing of elementary school children																
No bussing to other than neighborhood schools		19	29	23	18	22	25	18	54	52	24	22	13	20	26	23
Bus only to relieve overcrowding		49	48	57	66	74	68	39	29	36	44	54	52	61	55	64
Bus nonwhite children to achieve racial balance		6	5	3	0	0	0	5	0	0	0	0	0	3	9	4
Bus white and nonwhite children to achieve racial balance		16	14	13	12	1	2	22	7	[illegible]	18	8	9	11	7	7
No response		10	4	4	5	3	5	15	10	[illegible]	15	16	26	6	4	2
Is there a sound basis in educational policy for giving compensatory programs to culturally disadvantaged students at extra cost per pupil?	P–97															
Yes		76	72	64	82	66	63	67	36	46	75	50	52	92	83	76
No		6	7	4	5	8	10	11	33	18	8	0	1	3	5	4
Undecided		11	17	28	8	23	21	14	23	26	9	35	32	3	12	20

Table 2.35.7—Percent of *secondary* school minority and white pupils whose principals have various attitudes about certain current school issues, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Best educational practice for neighborhood elementary schools	P–95														
Maintain regardless of racial imbalance		52	56	32	59	49	49	37	44	50	56	33	41	51	53
Maintain, but promote racial balance		30	28	37	25	36	35	46	37	37	32	49	49	36	34
Idea of neighborhood schools can be abandoned without any significant loss		11	8	26	11	11	11	8	12	8	8	14	9	8	7
No response		7	8	5	6	4	5	9	7	5	4	3	2	6	6
Best educational practice regarding bussing of elementary school children	P–96														
No bussing to other than neighborhood schools		28	29	19	38	26	25	32	33	29	33	20	21	28	29
Bus only to relieve overcrowding		57	58	50	46	59	61	45	46	55	53	58	64	53	57
Bus nonwhite children to achieve racial balance		2	2	3	1	1	1	7	4	4	3	1	1	4	3
Bus white and nonwhite children to achieve racial balance		7	5	21	8	10	8	8	12	7	7	17	12	10	7
No response		6	6	7	7	5	5	7	6	5	5	4	2	5	5
Is there a sound basis in educational policy for giving compensatory program to culturally disadvantaged students at extra cost per pupil?	P–97														
Yes		73	71	78	64	80	79	83	83	73	73	94	92	78	76
No		9	9	9	12	9	9	6	5	7	9	4	4	12	11
Undecided		14	16	10	20	9	10	7	9	16	15	1	3	7	9

Table 2.35.8.—Percent of *secondary* school white and Negro pupils whose principals have various attitudes about certain current school issues, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Best educational practice for neighborhood elementary schools	P–95												
Maintain regardless of racial imbalance		32	59	56	54	59	49	41	63	73	27	66	52
Maintain, but promote racial balance		37	25	28	29	26	28	34	17	11	53	22	21
Idea of neighborhood schools can be abandoned without any significant loss		26	11	8	4	2	7	22	10	6	9	1	8
No response		5	6	8	13	13	16	4	10	9	10	11	19
Best educational practice regarding bussing of elementary school children	P–96												
No bussing to other than neighborhood schools		19	38	29	15	12	20	19	40	36	11	13	9
Bus only to relieve overcrowding		50	46	58	71	74	67	46	36	51	70	74	84
Bus nonwhite children to achieve racial balance		3	1	2	1	2	1	2	1	1	2	0	0
Bus white and nonwhite children to achieve racial balance		21	8	5	0	0	1	21	5	2	6	3	1
No response		7	7	6	13	12	11	12	18	11	12	11	6
Is there a sound basis in educational policy for giving compensatory programs to culturally disadvantaged student at extra cost per pupil?													
Yes		78	64	71	73	74	59	66	41	55	81	42	49
No		9	12	9	0	0	7	8	23	20	5	6	24
Undecided		10	20	16	14	14	23	20	27	18	6	14	12

Table 2.35.8.—Percent of *secondary* school white and Negro pupils whose principals have various attitudes about certain current school issues, for metropolitan and nonmetropolitan areas, by region, fall 1965—Continued

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Best educational practice for neighborhood elementary schools	P–95															
Maintain regardless of racial imbalance		25	51	53	48	42	55	18	87	91	80	59	64	14	13	28
Maintain, but promote racial balance		60	38	38	26	38	21	31	0	0	12	22	22	51	63	71
Idea of neighborhood schools can be abandoned without any significant loss		5	6	3	24	17	19	45	6	6	8	19	14	34	24	0
No response		6	7	1	3	5	7	7	3	0	0	0	0	2	0	1
Best educational practice regarding bussing of elementary school children	P–96															
No bussing to other than neighborhood schools		20	43	26	30	40	18	19	50	75	5	54	63	14	12	18
Bus only to relieve overcrowding		59	29	46	41	51	76	57	45	24	61	44	35	26	58	71
Bus nonwhite children to achieve racial balance		9	7	8	1	0	1	3	0	0	10	2	2	0	0	1
Bus white and nonwhite children to achieve racial balance		2	15	12	28	8	5	14	0	0	24	0	0	58	30	9
No response		10	6	9	0	1	1	8	5	1	0	0	0	2	0	1
Is there a sound basis in educational policy for giving compensatory programs to culturally disadvantaged student at extra cost per pupil?																
Yes		75	71	79	71	83	79	80	54	57	100	74	80	100	100	100
No		3	21	7	27	13	10	9	9	10	0	0	0	0	0	0
Undecided		22	8	14	2	5	8	5	37	32	0	26	20	0	0	0

Table 2.35.9.—Percent of white and minority *elementary* pupils whose principals express certain attitudes concerning racial composition of faculties and student bodies, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
When student body is all or predominantly nonwhite, racial composition faculty should be	P–98														
All or predominantly white		7	8	3	9	5	6	6	8	7	7	5	5	4	7
All nonwhite		5	5	1	12	3	5	3	7	5	6	2	4	4	6
White and nonwhite		44	43	48	46	40	44	48	46	38	42	47	49	47	46
Selected without regard for race		32	31	38	25	39	33	33	28	33	28	30	31	34	32
Doesn't matter		5	4	5	4	5	3	5	4	5	4	8	4	5	4
When student body is racially heterogeneous, the faculty should be	P–99														
All or predominantly white		9	11	3	19	9	13	6	13	8	13	7	9	8	3
All nonwhite		0	0	0	0	0	0	0	0	0	0	0	0	0	0
White and nonwhite		36	35	44	32	34	32	46	34	31	31	42	36	37	33
Selected without regard for race		40	39	43	35	44	41	35	37	41	38	35	41	42	41
Doesn't matter		5	5	4	4	5	4	5	6	6	4	9	6	6	5
When student body is all or predominantly white, faculty should be	P–100														
All or predominantly white		39	44	15	52	34	45	28	47	36	43	25	34	28	40
All nonwhite		0	0	0	0	0	0	0	0	0	0	0	0	0	0
White and nonwhite		17	14	35	17	17	13	30	17	15	14	25	22	25	17
Selected without regard for race		31	29	38	23	36	31	30	24	31	26	33	31	36	32
Doesn't matter		5	4	5	3	5	3	5	6	6	4	9	6	6	5

Table 2.35.10.—Percent of white and Negro *elementary* pupils whose principals express certain attitudes concerning racial composition of faculties and student bodies, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
When student body is all or predominantly nonwhite, racial composition faculty should be	P–98												
All or predominantly white		3	9	8	8	15	2	2	12	18	5	13	6
All nonwhite		1	12	5	5	3	5	3	20	16	1	10	3
White and nonwhite		48	46	43	31	26	44	41	47	43	43	41	35
Selected without regard for race		38	25	31	23	19	29	39	12	14	41	24	37
Doesn't matter		5	4	4	19	21	5	8	3	2	2	8	13
When student body is racially heterogeneous the faculty should be	P–99												
All or predominantly white		3	19	11	4	4	5	2	27	21	4	28	16
All nonwhite		0	0	0	0	0	0	1	1	0	0	0	0
White and nonwhite		44	32	35	46	43	40	37	25	35	35	26	26
Selected without regard for race		43	35	39	32	24	36	43	25	25	47	33	41
Doesn't matter		4	4	5	5	11	4	9	5	5	3	6	13
When student body is all or predominantly white, faculty should be	P–100												
All or predominantly white		15	52	44	39	40	40	16	70	72	34	77	63
All nonwhite		0	0	0	0	0	0	0	0	0	0	0	0
White and nonwhite		35	17	14	19	13	13	29	9	3	18	4	3
Selected without regard for race		38	23	29	23	16	24	40	13	13	40	15	32
Doesn't matter		5	3	4	5	14	6	7	4	2	2	1	1

Table 2.35.10.—Percent of white and Negro *elementary* pupils whose principals express certain attitudes concerning racial composition of faculties and student bodies, for metropolitan and nonmetropolitan areas, by region, fall 1965—Continued

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
When student body is all or predominantly nonwhite, racial composition faculty should be	P–98															
All or predominantly white		3	3	7	1	2	6	1	12	16	8	10	9	6	2	2
All nonwhite		0	0	0	1	2	4	0	23	15	0	0	1	0	0	0
White and nonwhite		56	48	37	51	46	40	43	39	44	52	44	45	61	63	57
Selected without regard for race		32	41	45	34	39	32	49	21	18	23	30	30	27	32	37
Doesn't matter		2	5	6	7	6	8	3	1	1	8	0	0	4	2	2
When student body is racially heterogeneous the faculty should be	P–99															
All or predominantly white		1	3	5	1	3	5	0	33	24	10	26	26	11	6	4
All nonwhite		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White and nonwhite		50	36	32	50	39	34	40	27	28	46	20	23	52	45	42
Selected without regard for race		39	50	49	36	49	44	54	29	36	29	39	35	31	44	47
Doesn't matter		3	7	9	6	4	6	2	2	1	1	0	1	5	4	5
When student body is all or predominantly white, faculty should be	P–100															
All or predominantly white		6	21	23	17	35	36	9	71	72	28	71	71	16	17	21
All nonwhite		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White and nonwhite		48	30	18	42	15	15	34	10	7	33	1	1	41	43	37
Selected without regard for race		36	40	50	30	41	34	46	14	13	29	14	13	34	35	35
Doesn't matter		3	7	6	6	3	5	4	0	0	0	0	0	6	4	5

Table 2.35.11.—Percent of white and minority *secondary* pupils whose principals express certain attitudes concerning racial composition of faculties and student bodies, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
When student body is all or predominantly nonwhite, racial composition faculty should be	P–98														
All or predominantly white		3	3	1	5	6	7	1	2	2	2	1	2	1	2
All nonwhite		2	3	1	8	1	2	1	2	2	3	0	1	2	3
White and nonwhite		57	58	54	62	56	59	47	64	61	64	70	60	60	61
Selected without regard for race		31	30	37	22	30	26	36	25	29	25	24	32	30	29
Doesn't matter		2	1	4	1	5	3	10	1	2	2	4	5	2	1
When student body is racially heterogeneous the faculty should be	P–99														
All or predominantly white		12	14	4	20	19	20	4	8	11	12	9	8	9	10
All nonwhite		0	0	0	0	0	0	0	0	0	0	0	0	0	0
White and nonwhite		41	40	46	45	35	37	41	49	45	47	57	46	47	46
Selected without regard for race		36	35	38	25	35	34	37	35	35	34	27	38	32	31
Doesn't matter		6	6	9	5	9	6	13	3	5	4	6	6	9	8
When student body is all or predominantly white, faculty should be	P–100														
All or predominantly white		43	49	13	54	38	48	17	29	39	48	19	32	57	48
All nonwhite		0	0	0	0	0	0	0	0	0	0	0	0	0	0
White and nonwhite		19	14	39	20	22	18	32	36	23	18	43	26	31	21
Selected without regard for race		31	30	40	22	32	27	36	30	32	30	32	36	28	26
Doesn't matter		3	2	5	1	5	4	11	2	3	2	5	5	2	1

Table 2.35.12.—Percent of white and Negro *secondary* pupils whose principals express certain attitudes concerning racial composition of faculties and student bodies, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
When student body is all or predominantly nonwhite, racial composition faculty should be	P–98												
All or predominantly white		1	5	3	0	0	0	2	14	12	1	1	9
All nonwhite		1	8	3	0	0	1	1	16	10	0	1	1
White and nonwhite		54	62	58	50	46	53	41	45	49	57	48	43
Selected without regard for race		37	22	30	36	41	35	45	18	22	34	12	16
Doesn't matter		4	1	1	2	0	1	8	1	1	0	0	16
When student body is racially heterogeneous, the faculty should be	P–99												
All or predominantly white		4	20	14	1	1	5	4	40	31	14	28	35
All nonwhite		0	0	0	0	0	0	0	0	0	0	0	0
White and nonwhite		46	45	40	40	38	39	36	15	19	37	8	7
Selected without regard for race		38	25	35	38	42	39	48	18	31	39	26	27
Doesn't matter		9	5	6	8	7	6	7	10	11	2	0	16
When student body is all or predominantly white, faculty should be	P–100												
All or predominantly white		13	54	49	38	40	51	20	80	77	27	45	64
All nonwhite		0	0	0	0	0	0	0	0	0	0	0	0
White and nonwhite		39	20	14	27	13	9	23	2	1	32	0	1
Selected without regard for race		40	22	30	24	29	24	47	12	12	33	12	17
Doesn't matter		5	1	2	8	7	6	5	1	1	0	3	0

Table 2.35.12.—Percent of white and Negro *secondary* pupils whose principals express certain attitudes concerning racial composition of faculties and student bodies, for metropolitan and nonmetropolitan areas, by region, fall 1965—Continued

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
(1)	(2)	N (15)	W(N) (16)	W (17)	N (18)	W(N) (19)	W (20)	N (21)	W(N) (22)	W (23)	N (24)	W(N) (25)	W (26)	N (27)	W(N) (28)	W (29)
When student body is all or predominantly nonwhite, racial composition faculty should be	P-98															
All or predominantly white		0	0	0	1	0	1	0	6	7	1	4	0	0	0	2
All nonwhite		0	0	0	0	0	0	2	15	14	0	0	3	0	0	0
White and nonwhite		41	69	50	46	83	71	53	49	42	85	84	86	92	89	65
Selected without regard for race		53	28	40	48	15	24	37	30	36	12	13	11	7	10	30
Doesn't matter		5	1	1	4	1	1	4	0	0	2	0	0	1	1	3
When student body is racially heterogeneous, the faculty should be	P-99															
All or predominantly white		1	5	6	3	4	6	0	24	27	1	35	37	10	8	7
All nonwhite		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White and nonwhite		37	57	37	18	63	56	57	43	32	47	44	46	82	80	55
Selected without regard for race		55	35	49	49	21	27	33	33	40	17	21	17	6	11	34
Doesn't matter		6	2	4	30	12	8	5	0	0	0	0	0	3	1	4
When student body is all or predominantly white, faculty should be	P-100															
All or predominantly white		6	38	32	7	21	39	8	65	63	13	85	83	11	37	27
All nonwhite		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White and nonwhite		36	29	20	14	52	29	48	5	0	70	1	1	78	51	26
Selected without regard for race		54	32	44	74	25	30	34	30	36	17	15	17	8	11	42
Doesn't matter		5	1	1	4	1	1	6	0	0	0	0	0	3	1	4

The average white pupil attends a school in which, compared to the average Negro pupil, a larger proportion of both teachers and prinicpals express unqualified support for neighborhood elementary schools and a smaller percent of both teachers and principals believe in bussing elementary pupils to a school other than their neighborhood school. This statement is true virtually without exception when we look at the separate regions, although there is some indication that the magnitude of the difference runs higher in the South than in any of the other regions. Elementary teachers and principals are somewhat more likely to affirm support for the neighborhood school than are their secondary school counterparts, and elementary teachers less often voice support of bussing than do their counterparts at the secondary level.

Negro pupils are more likely than white pupils to have teachers and principals, elementary and secondary, who favor compensatory educational programs for the culturally disadvantaged. These comparisons should not mask the fact that overall there is a generally high level of support for the policy of compensatory education; for example, four-fifths of the Negroes and two-thirds of the whites have principals who favor it. In the Nation and in all regions, the average Negro pupil is more likely than the average white pupil to attend a school in which the teachers and principals believe that it is educationally sound to have at least some teachers of a race different from the student's. Strongest support for such a policy is voiced by both the teachers of Negro and white pupils in the metropolitan West and Northeast regions. Almost equally strong endorsement comes from the teachers of Negroes in the South and in the metropolitan areas of the Southwest. In contrast, the teachers of whites in these same areas oppose a racial mix of faculty and student body more strongly than do their counterparts in any other area. It should be noted, however, that the elementary school teachers of white children in counties where Negroes are concentrated generally tend to favor such a policy more strongly than the teachers of the average white in the same areas (table 2.35.3). Generally, the same observations apply for principals as apply for teachers.

For minority groups other than Negro, the average pupil in any such group attends a school in which the teachers and principals generally are less likely than comparable whites but more likely than comparable Negroes to prefer to teach white-collar pupils; to prefer to teach Anglo-Saxon pupils; to prefer to teach all whites; and to prefer to teach high-ability pupils. Teachers of minorities other than Negro are highly similar to the national average in the proportion who believe in bussing, in neighborhood schools, and in compensatory education. They are more likely than teachers of whites, but less likely than teachers of Negroes, to believe that it is good policy for whites to teach nonwhite pupils.

Highlights.—Compared to the average white pupil, the average Negro pupil attends a school in which the teachers

—less often prefer to teach children from white-collar and professional homes.

—less often prefer to teach Anglo-Saxon pupils.

—less often prefer to teach white pupils.

—less often prefer to teach high-ability pupils.

(However, preference for these types of pupils does not in any instance characterize a majority of the teachers of the average white.)

—less often favor the concept of the neighborhood school.

—favor bussing of elementary pupils.

—favor compensatory education at extra cost (although a strong majority of the teachers of whites also favor it).

—agree that it is educationally sound to have white teachers for nonwhite pupils and nonwhite faculties for white pupils.

2.4 Characteristics of fellow-students

An important part of a child's school environment consists not of the physical facilities of the school, the curriculum, and the teachers, but of his fellow-students. A child's fellow-students provide challenges to achievement and distractions from achievement; they provide the opportunities to learn outside the classroom, through association and casual discussions. Indeed, when parents and educators think of a "good school" in a community, they most often measure it by the kind of student body it contains: college-bound and high achieving. Parents strive to send their children to such "good schools," recognizing that whatever the quality of the staff, curriculum, and facilities, the level of instruction must be geared to the student body itself.

The examination below will describe the characteristics of the student body that the average minority group child—Negro, Mexican American, Puerto Rican, Indian, or Oriental American—finds himself in. Where the schools are highly segregated, the characteristics of this student body are largely the same as those of the average minority group child himself—and it is this that constitutes one of the difficulties such a child faces in trying to participate in the larger society. It compounds such a child's problem by holding him in the environment of his origins, and keeping out of reach the environment of the larger society.

2.41 Average racial composition of classmates

In the Nation, at the elementary school level (table 2.41.1) the average child attends a school where 74 percent of his classmates are white. However, when we look at the races individually we see that the total average figures conceal racial imbalance or isolation. For example, the average white elementary school child attends a school where 87 percent of his classmates are white. The average Negro attends a school where 16 percent of his classmates are white. This figure is in part the result of the uneven distribution of the different races geographically throughout the country. However, there are other factors at work as can be seen by the finding that the average white child in the same county with Negroes attends a school where 76 percent not 16 percent of the children are white. Table 2.41.2 shows that the isolation of Negroes is greatest in the metropolitan South followed by the nonmetropolitan South and nonmetropolitan Southwest. Segregation of Negroes is least in the nonmetropolitan North and West. This is largely the result of the relatively sparse Negro population in the nonmetropolitan North and West. Conversely, considering this fact, it is perhaps surprising that the average Negro elementary school child in the nonmetropolitan North and West attends a school where only a little over half of his classmates are white. However, if racial isolation is defined by the isolation of whites standardized by county with Negroes, the metropolitan Midwest joins the nonmetropolitan and metropolitan South as the sectors of the country with the most racial isolation. The metropolitan West emerges as the sector with the least racial isolation of whites. Racial isolation varies a great deal between elementary and secondary grades. In all nonmetropolitan areas and in the metropolitan South, the isolation of whites is greater or about the same at the secondary level compared with the elementary level. On the other hand, outside the South and Southwest, the isolation of Negroes tends to be greater at the elementary level compared with the secondary level. In the South and Southwest, Negroes are about equally isolated in elementary and secondary grades.

These findings require some explanation. The difference between these two patterns is probably the result of the different nature of *de facto* segregation and residual segregation deriving from a dual system. Outside the South and Southwest, the greater isolation of Negroes in elementary compared with secondary grades is the result of patterns of residential segregation producing *de facto* segregated elementary schools. *De facto* segregated secondary schools are less common because senior high schools typically draw students from a wider area than elementary schools.

2.42 Home background

The second characteristic of student environment examined will be home background of classmates. Included in this treatment will be parents' education, structural integrity of home, number of siblings in home, items in home, reading matter in home, parents' educational desires, parents' interest in education.

Parents' education.—Table 2.42.1 examines the average education of the mothers of the classmates of students of different races. In the Nation, the average child attends a school where the majority of the students have mothers that are at least high school graduates. Elementary school pupils have more fellow pupils whose mothers have only some high school or less. Some uncertainty is created, however, by the higher percent of pupils that responded "Don't Know" at the elementary compared with the secondary level. Part of the difference is probably the result of higher dropout rates among children of less educated parents. Comparing the races, the average minority group member is more often in classes with pupils whose mothers are less educated than is the average white. The differences are especially great for Negroes and Puerto Ricans. Table 2.42.2 shows that for Negroes this trend exists in all regions of the country, although the gap is somewhat greater in the South than elsewhere in the country.

Table 2.41.1.—Average exposure of white and minority pupils to white pupils; by level, for the United States, fall 1965

Level (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Percent of white pupils in—															
Elementary schools	U-4	74	87	16	76	53	75	45	80	60	80	57	74	56	75
Secondary schools	U-7	81	91	24	83	68	80	56	84	70	84	54	69	67	79

Table 2.41.2.—Average exposure of white and Negro pupils to one another; by level, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Percent of white pupils in—													
Elementary schools	U–4	16	76	87	54	76	89	10	77	89	16	68	67
Secondary schools	U–7	24	83	91	76	84	94	11	91	93	19	83	83

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Percent of white pupils in—																
Elementary schools	U–4	33	73	88	23	87	90	3	80	89	20	70	83	17	70	80
Secondary schools	U–7	45	76	90	45	88	91	3	91	95	13	70	94	35	56	79

Structural integrity of home.—Table 2.42.1 also examines the structural integrity of the homes of the classmates of the pupils of different races. Structural integrity of family is measured by whether or not the child reported that his acting parent was both his real parent and was living at home. For the Nation as a whole, the average student is in classes where about 90 percent of the students reported that their real mother was living at home. The figure for fathers was about 80 percent. Negro and Puerto Rican children are especially likely to be in classes with a large number of students from broken homes. Table 2.42.2 shows that the gap between Negroes and whites exists in all sectors of the country. There is a tendency for the gap to be greatest in the South and Southwest.

Number of children in family.—Table 2.42.3 examines the number of children in families of the classmates of students of different races. This is, among other things, a rough measure of the economic level of the family. The table compares the races on percent of pupils from families with one or two more children. Nationwide, the average secondary school pupil is in classes where about 20 percent of the pupils come from families with one or two children. The minority group children are consistently in classes with children from larger families than majority group children. The gap is especially great for Negroes and Puerto Ricans. Table 2.42.4 shows that the gap between Negroes and whites exists in all sectors of the country, but the gap is the greatest in the South.

Table 2.42.1.—Average exposure of white and minority pupils to schoolmates of given home background, by level, for the United States, fall 1965

Level (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Percent whose mother completed high school or more education:															
Elementary	U–14	45	48	33	45	37	44	34	45	39	45	41	45	41	46
Secondary	U–20	55	58	40	55	49	54	47	61	50	55	53	58	56	60
Percent who don't know mother's education:															
Elementary	U–14	29	28	33	28	31	29	33	28	32	29	34	32	34	31
Secondary	U–20	6	5	10	5	7	5	10	6	7	5	9	7	7	6
Percent with real mother living at home:															
Elementary	U–10	90	92	80	90	86	90	82	89	87	90	87	90	87	91
Secondary	U–17	91	92	85	91	90	91	88	92	90	91	89	90	90	91
Percent with real father living at home:															
Elementary	U–9	79	83	59	79	72	79	66	80	74	80	74	80	73	79
Secondary	U–16	80	83	64	81	77	80	71	81	75	80	75	78	76	80
Percent whose father wants them to be one of the best students in their class:															
Elementary	U–42	61	62	61	64	61	63	60	63	59	61	58	59	60	62
Secondary	U–25	46	45	56	51	48	47	48	46	46	45	43	43	44	43
Percent who talk with parents about school almost daily:															
Elementary	U–54	53	53	52	55	49	52	50	55	48	51	48	51	48	51
Secondary	U–26	48	47	49	50	47	48	46	50	44	45	42	43	45	46
Percent who were read to often before starting school:															
Elementary	U–18	17	17	19	19	16	17	17	18	16	17	17	17	16	17
Secondary	U–30	27	26	30	27	25	24	28	29	24	25	24	25	27	27
SECONDARY SCHOOLS															
Father's educational desires for pupils:															
Percent desiring post-high-school technical training or less	U–27	31	31	28	29	29	29	29	26	31	30	28	28	27	27
Percent father absent or don't know	U–27	13	12	17	12	14	13	16	12	15	13	15	13	14	12
Mother's educational desires for pupils:															
Percent post-high-school technical training or less	U–28	32	33	30	31	30	30	32	27	33	31	29	28	29	28
Percent mother absent or don't know	U–28	7	7	6	6	7	7	7	6	8	7	8	7	7	7
Percent whose parents attended parent association meetings last school year	U–29	39	37	51	38	36	34	38	40	34	33	37	37	38	37

Table 2.42.2.—Average exposure of white and Negro pupils to schoolmates of given home background, by level, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Percent whose mother completed high school or more education:													
Elementary	U–14	33	45	48	35	39	51	24	37	38	28	38	39
Secondary	U–20	40	55	58	51	53	58	23	47	45	44	53	48
Percent who don't know mother's education:													
Elementary	U–14	33	28	28	29	26	28	28	24	22	36	32	28
Secondary	U–20	10	5	5	5	4	4	12	5	5	8	6	7
Percent with real mother living at home:													
Elementary	U–10	80	90	92	86	90	92	73	87	91	80	91	91
Secondary	U–17	85	91	92	90	91	92	82	93	93	82	92	94
Percent with real father living at home:													
Elementary	U–9	59	79	83	71	79	85	57	78	82	61	78	78
Secondary	U–16	64	81	83	80	82	84	65	83	84	64	80	85
Percent whose father wants them to be one of the best students in their class:													
Elementary	U–42	61	64	62	57	60	56	57	66	69	60	66	66
Secondary	U–25	56	51	45	47	46	39	62	56	54	61	54	54
Percent who talk with parents about school almost daily:													
Elementary	U–54	52	55	53	48	51	49	51	56	57	51	58	53
Secondary	U–26	49	50	47	44	45	44	51	54	51	52	54	54
Percent who were read to often before starting school:													
Elementary	U–18	19	19	17	17	17	16	17	17	17	17	19	17
Secondary	U–30	30	27	26	26	26	24	30	25	25	32	25	23
SECONDARY SCHOOLS													
Father's educational desires for pupils:													
Percent desiring part high school technical training or less	U–27	28	29	31	33	35	36	33	36	35	26	27	29
Percent father absent or don't know	U–27	17	12	12	14	13	13	19	13	13	16	11	11
Mother's educational desires for pupils:													
Percent part high school technical training or less	U–28	30	31	33	37	38	37	35	38	37	26	28	29
Percent mother absent or don't know	U–28	6	6	7	6	6	8	6	6	7	8	6	8
Percent whose parents attended parent association meetings last school year	U–29	51	38	37	36	35	40	59	38	37	50	35	34

Table 2.42.2.—Average exposure of white and Negro pupils to schoolmates of given home background, by level, for metropolitan and nonmetropolitan areas, by region, fall 1965—Continued

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Percent whose mother completed high school or more education:																
Elementary	U–14	39	55	52	36	49	51	33	45	44	40	41	43	35	48	50
Secondary	U–20	51	63	63	49	58	63	37	58	58	41	42	49	53	60	65
Percent who don't know mother's education:																
Elementary	U–14	37	29	31	39	32	30	32	26	26	31	25	26	39	35	34
Secondary	U–20	10	6	5	9	5	4	9	4	5	9	3	4	9	7	6
Percent with real mother living at home:																
Elementary	U–10	87	92	93	86	92	93	78	88	91	81	89	91	84	91	91
Secondary	U–17	88	89	92	90	91	92	83	92	92	83	93	94	86	89	88
Percent with real father living at home:																
Elementary	U–9	68	82	85	63	84	86	55	78	82	58	83	81	60	75	78
Secondary	U–16	67	77	83	70	85	84	58	82	84	55	83	84	62	70	74
Percent whose father wants them to be one of the best students in their class:																
Elementary	U–42	63	63	60	64	61	59	61	64	66	65	69	71	64	61	61
Secondary	U–25	50	46	43	48	45	41	61	53	51	63	61	54	51	45	43
Percent who talk with parents about school almost daily:																
Elementary	U–54	56	61	57	49	51	52	55	54	58	52	51	51	45	49	51
Secondary	U–26	50	52	52	44	44	45	53	53	53	51	46	43	43	42	44
Percent who were read to often before starting school:																
Elementary	U–18	22	23	19	19	17	17	19	20	19	19	13	16	19	18	17
Secondary	U–30	32	33	31	27	26	27	33	29	29	31	18	21	26	26	27
SECONDARY SCHOOLS																
Father's educational desires for pupils:																
Percent desiring part high school technical training or less	U–27	30	25	30	30	31	31	23	29	29	22	24	30	23	22	21
Percent father absent or don't know	U–27	17	11	11	17	13	13	18	10	10	18	10	11	17	16	14
Mother's educational desires for pupils:																
Percent part high school technical training or less	U–28	34	27	32	30	33	33	26	31	30	24	25	30	23	23	22
Percent mother absent or don't know	U–28	6	5	6	7	8	7	5	5	6	3	6	6	6	7	7
Percent whose parents attended parent association meetings last school year	U–29	43	43	37	45	37	36	61	41	44	42	33	26	36	33	30

Table 2.42.3.—For the average white and minority pupil, percent of schoolmates of given home backgrounds, by level, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Percent with 1 or two children under 18 in family:															
Elementary pupils	U-8	32	33	27	36	29	33	30	36	29	32	30	34	30	34
Percent with 1 brother or sister: [1]															
Secondary pupils	U-10	20	22	12	23	18	20	20	27	18	20	19	22	20	23
Percent of schoolmates with item in home:															
Automobile:															
Elementary pupils	U-25	89	94	68	90	84	91	72	89	85	92	87	93	85	92
Secondary pupils	U-37	93	95	79	94	92	95	75	89	91	94	91	94	90	93
Telephone:															
Elementary pupils	U-20	80	84	63	80	68	76	65	80	70	79	80	84	76	83
Secondary pupils	U-32	88	90	75	87	83	86	85	92	81	87	92	94	91	93
Vacuum cleaner: Secondary pupils	U-38	85	89	58	83	79	84	74	89	79	86	83	87	84	89
Daily newspaper:															
Elementary pupils	U-27	73	77	61	75	63	70	63	74	66	72	72	77	70	76
Secondary pupils	U-39	85	86	77	83	80	82	85	88	81	84	87	88	87	88
Encyclopedia:															
Elementary pupils	U-24	71	75	54	73	62	71	57	73	64	72	70	76	68	75
Secondary pupils	U-36	80	82	69	82	77	79	76	84	75	79	82	84	82	84
100 books or more in the home: Secondary pupils	U-42	38	39	26	36	34	36	36	47	36	39	41	44	42	45

[1] Includes stepbrothers and stepsisters and half brothers and half sisters, regardless of age.

Table 2.42.4.—For the average white and Negro pupil, percent of schoolmates of given home backgrounds, by level, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Percent with one or two children under 18 in family: Elementary pupils	U-8	27	36	33	25	27	29	25	35	37	25	32	34
Percent with one brother or sister [1]: Secondary pupils	U-10	12	23	22	17	18	18	7	19	19	9	19	19
Percent of schoolmates with item in home:													
Automobile:													
Elementary pupils	U-25	68	90	94	88	94	96	60	85	91	72	91	91
Secondary pupils	U-37	79	94	95	94	96	97	75	95	94	84	95	96
Telephone:													
Elementary pupils	U-29	63	80	84	72	79	85	40	63	68	45	67	60
Secondary pupils	U-32	75	87	90	85	87	90	52	76	79	62	80	75
Vacuum cleaner: Secondary pupils	U-38	58	83	89	86	89	92	34	68	75	46	75	73
Daily newspaper:													
Elementary pupils	U-27	61	75	77	60	67	75	40	56	59	54	63	56
Secondary pupils	U-39	77	83	86	77	79	85	60	73	74	72	79	75
Encyclopedia:													
Elementary pupils	U-24	54	73	75	62	68	72	36	60	65	48	65	64
Secondary pupils	U-36	69	82	82	73	78	78	52	74	75	66	77	75
One hundred books or more in the home:													
Secondary pupils	U-42	26	36	39	33	34	35	16	25	27	16	30	25

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Percent with one or two children under 18 in family: Elementary pupils	U-8	35	41	37	24	31	31	24	38	35	26	32	30	26	39	35
Percent with one brother or sister [1]: Secondary pupils	U-10	20	28	26	16	21	21	9	27	27	10	20	22	15	22	23
Percent of schoolmates with item in home:																
Automobile:																
Elementary pupils	U-25	70	87	91	77	95	95	61	92	94	78	96	95	80	93	95
Secondary pupils	U-37	72	84	92	88	97	96	71	95	95	85	94	98	90	93	94
Telephone:																
Elementary pupils	U-29	79	91	92	79	90	91	57	81	86	65	75	80	83	93	93
Secondary pupils	U-32	89	94	95	93	94	95	72	90	92	75	77	87	91	94	93
Vacuum cleaner: Secondary pupils	U-38	78	90	94	79	94	95	47	84	90	65	81	85	82	88	91
Daily newspaper:																
Elementary pupils	U-27	75	85	86	70	84	84	64	79	84	67	69	76	67	83	82
Secondary pupils	U-39	91	91	93	86	91	92	80	88	93	77	77	83	81	83	86
Encyclopedia:																
Elementary pupils	U-24	71	84	84	61	79	80	51	75	80	57	66	72	64	82	83
Secondary pupils	U-36	82	86	87	80	88	86	67	85	88	73	77	83	78	81	83
One hundred books or more in the home: Secondary pupils	U-42	41	53	52	36	43	44	21	36	40	24	26	32	37	41	48

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[1] Includes stepbrothers and stepsisters and half brothers and half sisters, regardless of age.

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Table 2.42.5.—Exposure of white and minority pupils to pupils of given geographic mobility, by level, for the United States, fall 1965

Geographic mobility item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Percent of pupils that never changed schools—															
Elementary	U–30	42	43	44	44	41	41	39	41	38	40	42	42	38	39
Secondary	U–47	40	40	41	36	38	38	35	36	33	34	36	34	35	35
Average percent of pupils who transferred into this school this year—															
Elementary	P–44	7	6	8	7	7	6	8	7	8	7	9	8	8	7
Secondary	P–44	5	5	5	6	6	6	7	6	6	6	7	7	6	5

Table 2.42.6.—Exposure of white and Negro pupils to pupils of given geographic mobility, by level, for metropolitan and nonmetropolitan areas, by region, fall 1965

Geographic mobility item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Percent of pupils that have never changed schools—													
Elementary	U–30	44	44	43	42	40	50	57	56	53	49	38	42
Secondary	U–47	41	36	40	49	48	51	53	54	48	51	34	42
Average percent of pupils who transferred into this school this year—													
Elementary	P–44	8	7	6	9	9	4	3	5	7	5	9	6
Secondary	P–44	5	6	5	3	3	3	3	5	5	2	7	4

Geographic mobility item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Percent of pupils that have never changed schools—																
Elementary	U–30	36	40	41	32	42	43	47	44	39	41	35	28	32	34	27
Secondary	U–47	30	34	39	37	34	36	42	25	31	41	32	23	20	26	26
Average percent of pupils who transferred into this school this year—																
Elementary	P–44	13	10	7	9	7	6	6	6	5	7	3	4	16	12	10
Secondary	P–44	8	5	5	7	7	5	2	5	4	4	9	9	10	8	6

Items in home.—Table 2.42.3 also examines the relation between race of pupil and items in the homes of his classmates. This index of economic status includes presence or absence of a telephone, vacuum cleaner, and automobile. The average minority group student is in a class with children who have fewer of these items in their homes than is the average white student. The difference is especially great for Negroes and for Puerto Ricans. Table 2.42.4 shows that the gap between Negroes and whites exists in all sectors of the country. There is a tendency for the gap to be greatest in the South and to be quite large in the nonmetropolitan Southwest as well.

Parents' educational desires and practices.—Another aspect of home environment that influences educational opportunities of children consists of the aspirations that parents have for their children. Measures of this include scales where students rated how good a student each parent wanted him to be, how much education each parent wanted him to have, how often his parents attended parent association meetings the previous school year, how often the student and his parents discuss schoolwork, and whether his parents read to him before he could read himself. The various races are about equal in their exposure to fellow pupils who reported their parents to be highly interested in their education. Table 2.42.1 shows that the only large difference is in attendance at PTA or other parent association meetings. Here the average Negro is more exposed to pupils who report parents attend PTA meetings than is the average white. This difference exists in all sectors of the country and is especially strong in the South and the Southwest.

These reports, even if exaggerated, indicate that the Negro children, their parents, or both, are highly directed toward the school system as a means toward social mobility. The general pattern that the reports show, of parents highly interested in their educational success, is probably correct. It is evident, however, that this interest often does not get translated into action which supports the child's work in school. There may be a much less simple connection than ordinarily assumed between a parent's expressed interest in educational achievement, and his behavior in providing the encouragement and aid to his child that makes high achievement possible.

Reading matter in the home.—Minority group children tend to attend classes with children who report less reading matter in their homes than do white children. Table 2.42.3 shows that this applies to daily newspapers, encyclopedias, and number of books in the home. The discrepancy between the exposure of white and minority group children is especially great for Negroes and is also large for Puerto Ricans. The pattern for whites and Negroes tends to occur in all sectors of the country. The differences tend to be greatest in the South, although this is not consistently true.

Geographic mobility.—Stability of the student body is considered by some to be important for achievement. Accordingly, secondary school pupils were asked "When was the last time you changed schools (not counting promotions from one school to another)?" The only differences between races are between Negroes and whites. The average Negro is more likely to attend a secondary school with students who have never changed schools than is the average white. Table 2.42.6 shows that the relationship varies between sectors of the country. It is especially strong in the South and Southwest and actually reverses weakly in the metropolitan West. These results may reflect the results of the movement of the population. Outmigration of the Negro from the rural South and the absence of immigration would account the low mobility of the Negro population remaining. The greater stability of the nonmetropolitan Negroes compared with metropolitan Negroes is consistent with this explanation.

Principals were asked a related question about the percentage of their pupils who were transfers from another school. In contrast with the pupil finding, at both elementary and secondary levels, there are no mobility differences between the races. However, table 2.42.6 shows that the same pattern of regional variation between Negroes and whites is reported by principals as by pupils. That is, the average Negro is in a more stable school than whites in the South and Southwest, but the reverse is true in the metropolitan Northeast and West. The pattern at the elementary level differs somewhat. Negro-white variation exists within different sectors of the country, however. The pattern is similar to that found at the secondary level except in the metropolitan South and Southwest. This could reflect differences in population movement within different age groups of parents of Negroes, whites, or both.

2.43 *Characteristics of the students themselves*

We must also examine student environment in terms of characteristics of the pupils themselves as well as of their parents.

Problems in school.—The presence or absence of problems of student behavior in the school is an extremely important characteristic of student environment that influences learning. This characteristic of the student body was reported by principals in a series of questions about the existence of problems of property destruction, impertinence to teachers, racial tension, stealing, physical violence, drinking, and use of narcotics. A "problem scale" was constructed combining these items into a single measure. Table 2.43.1 reports the results in terms of the scale where 0 indicates no problems on any of the items and 75 indicates that each is a serious problem. Nationwide, the scores average only 9 at the elementary level and 15 at the secondary level. Minority groups are consistently exposed to schools with a greater average number of problems than are whites. The difference is especially great for Negroes and Puerto Ricans. The difference between whites and Negroes tend to be present in all sectors of the country.

Table 2.43.1.—Average exposure of white and minority pupils to student academic environment characteristics, by level, for the United States, fall 1965

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
Average scale score problems in:															
Elementary schools	SM-12[1]	9	8	14	9	11	9	14	9	11	9	13	10	11	8
Secondary schools	SM-12[1]	15	13	20	14	17	15	19	16	16	15	18	16	17	15
Dropout rate, secondary schools	SM-15[1]	7	6	12	7	8	7	15	7	9	7	6	5	8	6
SECONDARY PUPILS															
Percent who have read a college catalog	U-54	59	60	55	61	57	59	57	67	56	59	59	62	61	63
Percent who have talked with a college official re attending college	U-55	34	35	26	36	29	31	31	40	31	34	29	31	32	34
College attendance rate of last year's graduating class	P-49	44	46	35	46	44	47	37	55	41	45	46	50	46	50
Percent enrolled in college preparatory curriculum	U-43	40	41	32	39	36	39	38	50	35	39	41	43	44	46
Percent with 1 year or less of science	U-74	22	21	26	20	26	24	25	20	25	23	26	25	23	22
Percent with no foreign language courses	U-75	42	42	40	45	44	43	37	31	43	41	35	33	34	34
Percent with 2 years or less of English	U-77	5	4	12	5	7	6	10	5	7	5	7	7	7	6
Percent who report having an overall high school grade average of A or B	U-88	45	46	40	45	46	47	48	51	44	45	43	45	45	46
Percent who "definitely" plan to go to college in 1966–67	U-56	37	37	36	40	38	40	36	46	35	37	42	44	42	44
Percent who "probably" will go to college in 1966–67	U-56	26	25	34	26	29	28	28	23	29	27	29	27	28	26

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[1] See app. 9.42 for explanation.

Table 2.43.1.—Average exposure of white and minority pupils to student academic environment characteristics, by level, for the United States, fall 1965—Continued

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
SECONDARY PUPILS—cont.															
Percent whose teachers or counselors encourage them to go on to college	U-94	51	51	50	53	51	52	47	55	48	50	50	52	51	53
Percent who believe their teacher expects them to be one of the best in their class	U-100	24	22	33	26	25	23	25	23	24	22	22	21	22	22
Ability group or track in English class:															
Percent in highest track	U-86	20	20	20	22	22	22	21	22	20	20	23	24	23	23
Percent who don't know their track or are in schools which do not track	U-86	34	35	29	32	30	31	28	30	33	33	21	23	25	27
Percent of pupils that read at least 1 book over the summer:															
Elementary pupils	U-28	79	80	78	80	77	78	77	80	79	79	80	80	78	79
Secondary pupils	U-57	73	72	77	73	71	71	76	77	73	73	74	74	74	74
Percent of secondary pupils who want to be 1 of the best students in their class	U-60	40	37	56	43	42	39	42	38	40	38	37	35	38	36
Percent of secondary pupils who say they have never played hooky	U-63	67	67	74	68	68	67	65	63	64	63	63	61	63	62
Percent of secondary pupils who say they would do almost anything to stay in school	U-59	44	44	46	47	43	43	43	45	43	43	41	41	43	43
Percent of pupils reporting they spend much time doing homework:															
Elementary	U-32	19	18	23	22	20	20	20	20	18	18	18	18	19	19
Secondary	U-61	22	21	29	25	23	23	25	27	21	21	25	24	24	24
Average percent of pupils attending school daily:															
Elementary	P-42	95	95	93	95	95	95	93	95	95	95	94	95	94	95
Secondary	P-42	93	94	91	94	93	93	90	93	93	93	93	94	93	94
Percent of elementary pupils who believe they are one of the best in their class	U-40	19	18	21	19	20	19	20	19	18	17	18	18	20	19
Percent of secondary pupils who feel they are above average or among the brightest in their grade	U-91	46	47	43	47	45	46	43	48	44	46	44	48	47	48

See footnote at end of table.

Table 2.43.1.—Average exposure of white and minority pupils to student academic environment characteristics, by level, for the United States, fall 1965—Continued

Item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
SECONDARY PUPILS—cont.															
Percent of secondary pupils who always feel they can learn	U-108	42	42	43	44	41	41	40	43	39	41	38	38	40	40
Percent of secondary pupils who feel they would not do better in their school work if teachers went slower	U-109	46	47	41	46	45	46	43	49	45	46	44	46	46	47

Table 2.43.2.—Average exposure of white and Negro pupils to student academic environment characteristics, by level, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Average scale score problems in:													
Elementary schools	SM-12 [1]	14	9	8	9	6	8	11	8	7	10	10	8
Secondary schools	SM-12 [1]	20	14	13	15	14	12	17	10	11	15	9	11
Dropout rate, secondary schools	SM-15 [1]	12	7	6	6	5	6	8	9	9	7	9	9
SECONDARY PUPILS													
Percent who have read a college catalog	U-54	55	61	60	52	52	54	48	57	55	58	57	62
Percent who have talked with a college official re attending college	U-55	26	36	35	34	34	31	22	36	34	28	32	30
College attendance rate of last year's graduating class	P-49	35	46	46	39	40	41	27	41	41	45	51	56
Percent enrolled in college preparatory curriculum	U-43	32	39	41	29	30	35	22	33	33	28	33	32
Percent with 1 year or less of science	U-74	26	20	21	26	25	23	26	15	15	19	8	12
Percent with no foreign language course	U-75	40	45	42	54	53	52	49	58	58	52	52	59
Percent with 2 years or less of English	U-77	12	5	4	7	6	4	17	4	4	10	6	5
Percent who report having an overall high school grade average of A or B	U-88	40	45	46	43	43	42	43	46	44	47	55	58
Percent who "definitely" plan to go to college in 1966–67	U-56	36	40	37	33	33	31	30	33	32	40	41	41
Percent who "probably" will go to college in 1966–67	U-56	34	26	25	26	25	25	36	25	24	38	27	24
Percent whose teachers or counselors have them to go on to college	U-94	50	53	51	49	49	46	52	51	51	60	56	50
Percent who believe their teacher expects them to be one of the best in their class	U-100	33	26	22	24	23	20	38	32	29	41	29	29
Ability group or track in English class:													
Percent in highest track	U-86	20	22	20	18	17	16	18	19	20	21	17	17
Percent who don't know their track or are in schools which do not track	U-86	29	32	35	41	41	42	34	40	38	42	47	46

See footnote at end of table.

Table 2.43.2.—Average exposure of white and Negro pupils to student academic environment characteristics, by level, for metropolitan and nonmetropolitan areas, by region, fall 1965—Continued

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
SECONDARY PUPILS—continued													
Percent of pupils that read at least 1 book over the summer:													
Elementary pupils	U-28	78	80	80	78	80	81	75	77	79	73	75	76
Secondary pupils	U-57	77	73	72	73	72	71	79	71	71	78	74	70
Percent of secondary pupils who want to be one of the best students in their class	U-60	56	43	37	39	37	33	67	51	47	62	48	47
Percent of secondary pupils who say they have never played hooky	U-63	74	68	67	71	70	69	82	77	74	84	73	77
Percent of secondary pupils who say they would do almost anything to stay in school	U-59	46	47	44	45	46	42	48	49	49	48	47	45
Percent of pupils reporting they spend much time doing homework:													
Elementary	U-32	23	22	18	14	13	15	28	30	27	25	25	23
Secondary	U-61	29	25	21	21	21	18	30	23	22	33	26	22
Average percent of pupils attending school daily:													
Elementary	P-42	93	95	95	94	94	96	92	95	95	95	95	96
Secondary	P-42	91	94	94	93	93	94	92	95	95	94	95	94
Percent of elementary pupils who believe they are one of the best in their class	U-40	21	19	18	17	19	19	23	20	18	23	21	20
Percent of secondary pupils who feel they are above average or among the brightest in their grade	U-91	43	47	47	47	47	46	43	43	44	47	47	43
Percent of secondary pupils who always feel they can learn	U-108	43	44	42	44	43	41	48	45	45	50	44	43
Percent of secondary pupils who feel they would not do better in their schoolwork if teachers went slower	U-109	41	46	47	51	51	47	40	45	47	46	47	48

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
Average scale score problems in:																
Elementary schools	SM-12[1]	14	8	6	16	7	6	11	8	7	14	12	15	26	12	9
Secondary schools	SM-12[1]	23	17	15	24	14	16	20	15	10	14	15	16	23	19	14
Dropout rate, secondary schools	SM-15[1]	23	10	6	19	7	6	9	7	5	10	9	9	12	5	5
SECONDARY PUPILS																
Percent who have read a college catalog	U-54	61	71	70	57	58	58	55	67	67	63	55	60	55	58	62
Percent who have talked with a college official re attending college	U-55	34	43	43	30	34	35	23	42	45	28	24	29	26	25	29
College attendance rate of last year's graduating class	P-49	33	54	53	33	41	45	33	47	52	39	35	33	49	52	53

See footnote at end of table.

Table 2.43.2.—Average exposure of white and Negro pupils to student academic environment characteristics, by level, for metropolitan and nonmetropolitan areas, by region, fall 1965—Continued

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
SECONDARY PUPILS—continued																
Percent enrolled in college preparatory curriculum	U-43	39	55	53	43	45	46	34	38	44	29	38	31	34	40	46
Percent with 1 year or less of science	U-74	25	17	16	30	26	26	20	18	13	27	18	20	37	33	29
Percent with no foreign language course	U-75	31	23	26	43	39	38	34	49	37	42	64	49	35	30	28
Percent with 2 years or less of English	U-77	8	4	3	7	4	4	12	4	4	13	2	3	12	11	8
Percent who report having an overall high school grade average of A or B	U-88	43	48	49	34	38	41	35	43	45	52	62	58	41	45	48
Percent who "definitely" plan to go to college in 1966–67	U-56	34	46	43	32	36	37	36	40	41	47	42	33	47	50	51
Percent who "probably" will go to college in 1966–67	U-56	28	22	23	33	28	26	36	27	25	32	25	28	33	31	28
Percent whose teachers or counselors have them to go on to college	U-94	45	55	54	46	50	50	51	54	54	59	60	51	49	55	57
Percent who believe their teacher expects them to be one of the best in their class	U-100	26	22	21	26	21	21	37	27	26	37	26	23	26	22	21
Ability group or track in English class:																
Percent in highest track	U-86	20	20	20	23	28	25	18	22	21	23	18	13	24	26	29
Percent who don't know their track or are in schools which do not track	U-86	24	27	32	25	27	30	29	29	30	28	45	50	16	16	14
Percent of pupils that read at least 1 book over the summer:																
Elementary pupils	U-28	81	85	83	79	80	81	79	80	79	76	70	75	76	80	80
Secondary pupils	U-57	70	79	76	72	74	73	78	72	71	77	64	65	71	73	73
Percent of secondary pupils who want to be one of the best students in their class	U-60	44	39	35	44	36	35	62	45	42	65	50	42	43	37	35
Percent of secondary pupils who say they have never played hooky	U-63	65	61	61	68	64	66	76	66	67	79	78	71	60	59	55
Percent of secondary pupils who say they would do almost anything to stay in school	U-59	46	46	45	44	43	43	48	52	51	52	46	45	38	39	42
Percent of pupils reporting they spend much time doing homework:																
Elementary	U-32	16	16	13	17	15	15	28	25	26	25	22	24	16	15	14
Secondary	U-61	30	29	26	21	21	21	32	28	24	32	28	19	25	25	23

See footnote at end of table.

Table 2.43.2.—Average exposure of white and Negro pupils to student academic environment characteristics, by level, for metropolitan and nonmetropolitan areas, by region, fall 1965—Continued

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
SECONDARY PUPILS—continued																
Average percent of pupils attending school daily:																
Elementary	P–42	92	94	94	93	95	95	93	95	95	93	96	96	94	96	96
Secondary	P–42	90	93	94	89	92	94	91	94	94	91	92	92	92	93	94
Percent of elementary pupils who believe they are one of the best in their class	U–40	20	18	18	19	17	17	20	16	15	22	19	18	25	20	19
Percent of secondary pupils who feel they are above average or among the brightest in their grade	U–91	41	46	46	42	48	49	40	48	47	51	52	50	46	49	53
Percent of secondary pupils who always feel they can learn	U–108	43	43	41	41	44	41	41	44	43	50	51	41	37	39	39
Percent of secondary pupils who feel they would not do better in their schoolwork if teachers went slower	U–109	46	50	49	45	47	47	35	45	41	44	45	41	42	46	47

[1] See App. 9.42 for explanation.

Table 2.43.3.—Average exposure of white and minority pupil to schoolmates of given attitudes, by level, for the United States, fall 1965

Attitude item (1)	Question number (2)	All (3)	W (4)	N (5)	W(N) (6)	M (7)	W(M) (8)	PR (9)	W(PR) (10)	AI (11)	W(AI) (12)	OR (13)	W(OR) (14)	OT (15)	W(OT) (16)
"People like me don't have much of a chance to be successful in life":															
Elementary pupils	U–38														
Percent who agree		12	10	18	11	13	11	16	11	13	11	12	10	12	10
Percent who are not sure		35	34	37	32	39	37	37	32	38	35	39	36	39	36
Secondary pupils	U–110														
Percent who agree		7	6	9	7	7	7	8	6	8	7	8	7	8	7
Percent who are not sure		13	13	14	12	14	14	14	12	15	14	17	16	14	13
"Good luck is more important than hard work for success":															
Secondary pupils	U–102														
Percent who agree		5	5	10	5	6	6	8	6	7	5	6	6	6	5
Percent who are not sure		7	6	11	7	8	7	10	8	9	7	9	9	8	8
"Everytime I try to get ahead, something or somebody stops me":															
Secondary pupils	U–103														
Percent who agree		16	15	19	16	17	16	18	15	18	16	17	16	16	15
Percent who are not sure		20	21	20	20	21	21	19	19	22	21	22	21	20	20

Table 2.43.4.—Average exposure of white and Negro pupil to schoolmates of given attitudes, by level, for metropolitan and nonmetropolitan areas, by region, fall 1965

Item	Question number	United States			Nonmetropolitan								
					North and West			South			Southwest		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
"People like me don't have much of a chance to be successful in life":													
Elementary pupils	U-38												
Percent who agree		18	11	10	16	13	9	22	13	12	19	12	11
Percent who are not sure		37	32	34	37	36	36	39	36	36	39	38	40
Secondary pupils	U-110												
Percent who agree		9	7	6	10	9	6	11	6	6	8	7	6
Percent who are not sure		14	12	13	14	14	13	15	12	13	16	14	16
"Good luck is more important than hard work for success":													
Secondary pupils	U-102												
Percent who agree		10	5	5	8	7	4	15	5	4	9	5	5
Percent who are not sure		11	7	6	9	7	6	15	6	6	12	8	8
"Everytime I try to get ahead, something or somebody stops me":													
Secondary pupils	U-103												
Percent who agree		19	16	15	16	16	14	22	16	16	23	18	17
Percent who are not sure		20	20	21	20	19	20	22	22	22	18	22	22

Item	Question number	Metropolitan														
		Northeast			Midwest			South			Southwest			West		
		N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W	N	W(N)	W
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
"People like me don't have much of a chance to be successful in life":																
Elementary pupils	U-38															
Percent who agree		14	8	9	16	10	10	20	11	10	16	14	13	16	11	10
Percent who are not sure		34	28	29	38	32	33	37	30	33	39	40	32	38	31	32
Secondary pupils	U-110															
Percent who agree		8	6	6	8	7	7	9	7	7	12	6	5	9	8	8
Percent who are not sure		14	11	12	13	13	13	12	12	11	14	13	12	14	14	13
"Good luck is more important than hard work for success":																
Secondary pupils	U-102															
Percent who agree		7	5	5	6	5	5	9	5	6	10	3	3	7	6	6
Percent who are not sure		9	8	7	7	7	6	11	7	6	11	7	6	10	9	8
"Everytime I try to get ahead, something or somebody stops me":																
Secondary pupils	U-103															
Percent who agree		18	14	15	19	17	16	19	16	15	21	15	15	17	16	14
Percent who are not sure		19	19	20	21	21	22	16	20	18	24	24	23	19	19	20

Dropouts.—Another important characteristic of student environment is the dropout rate of students in the schools attended. Principals were asked to estimate the approximate percentage of all boys and girls "who enter your 10th grade but drop out before graduation." Results indicate that minority groups consistently have greater exposure to schools with high dropout rates. Or, to put it slightly differently, minority group children are more likely to attend school with students who will drop out before graduation than are majority group children. The implications for the effect of this kind of climate could be serious. Particular individuals who might never consider dropping out if they were in a different high school might decide to drop out if they attended a school where many boys and girls did so. The difference between Negroes and whites is largest in the metropolitan Northeast and the metropolitan Midwest. On the other hand, the gap tends to reduce and perhaps even reverse direction in the nonmetropolitan South and nonmetropolitan Southwest.

Academic environment.—In the same way that aspirations can be dulled by association with those who will drop out of school, aspirations can be raised by association with those who will go to college. Table 2.43.1 shows that Negroes are less exposed than whites to students who have read a college catalog or talked with a college official about going to his college. Principals were asked to estimate the percentage of their graduating classes last year that are now enrolled in college. Nationwide, the average high school senior attends a school where 44 percent of the graduates are reported to go on to college immediately. Minority groups—especially Negroes and Puerto Ricans—tend to be in schools where fewer students go on to college than are whites. More of the classmates of whites than of Negroes are in a college prep curriculum (39 percent versus 32 percent) and are taking courses ordinarily required for college (science, English, and foreign languages).

Other measures of academic environment are overall grade average in school and scores on the tests administered as part of this survey. On both counts, Negroes attend school with less favorable academic environment than whites. The average Negro attends a school where 40 percent of his classmates report an overall grade average of A or B compared with 45 percent for whites. Test scores of the fellow students of Negroes are not presented here because these data are examined in great detail in section 3. However, the data indicate clearly that the fellow pupils of Negroes score considerably below those of whites. The results of this section generally apply to Puerto Ricans as well as Negroes, but other minorities do not differ significantly from whites.

If we stopped here we would have a clear indication of a major gap between the academic environment of the schools attended by Negroes and those attended by whites. However, there is some conflicting evidence. For example, Negroes and whites are about equally exposed to pupils who report definite intentions to go to college next year. Moreover, Negroes are somewhat more exposed to pupils who say they will probably enroll in college next year than are whites. Furthermore, the classmates of Negroes and whites tend to be about equally likely to have been encouraged to attend college by their teacher or counselors. Negroes are more likely than whites to be in a school environment where their classmates perceive that their teachers have expectations that they will be "one of the best students in my class." Also, in spite of the lower achievement and grade averages of children in classes with Negroes, Negro and white children are equally likely to attend class with pupils who report being in the highest ability group or track in English class.

Secondary school pupils were asked how many books (not including those required for school, comic books, or magazines) they had read over the previous summer. They were also asked "How good a student do you want to be in school?", and "During the last school year, did you ever stay away from school just because you didn't want to come?" On all these questions the only differences found were between white and Negroes. In each case the finding was that the average Negro was more exposed to students who report interest in school and reading than was the average white. The relationship was especially strong for the question on aspirations for being a good student. Table 2.43.2 shows that the findings are especially strong in the South and Southwest. No differences were found on two other related questions, "If something happened and you had to stop school now, how would you feel?" and "On an average school day, how much time do you spend studying outside of school?" However, there is a tendency for Negroes in the South and Southwest to be in school with pupils reporting spending considerable amount of time doing homework compared with both Negroes and whites in other parts of the country.

Although Negroes are less likely to attend school with students who admitted ever purposely staying out of school than are whites, principals of schools attended by the average Negro reported slightly lower attendance rates than was the case for whites.

Finally, children were asked a series of questions to reflect their academic self-concept or self-confidence. In general, the classmates of Negroes scored about as high as or even higher than the classmates of whites in academic self-concept. At the elementary level, Negro and white children are about equally likely to attend school with pupils who report being "One of the best students in my class." At the secondary level, the classmates of Negroes and whites are about equally likely to report that "I sometimes feel I just can't learn" or that "I would do better in school if teachers didn't go so fast." Moreover, the classmates of Negroes are almost as likely as the classmates of whites to report being above average relative to pupils in their grade.

Control of environment.—Another characteristic of pupils measured was their feeling of control over their environment. These measures attempted to measure the pupil's opinion of the degree to which outside forces over which he had no control would determine what kind of a life he would lead. Secondary pupils were asked whether they agreed with three statements:

1. People like me don't have much of a chance to be successful in life.
2. Good luck is more important than hard work for success.
3. Every time I try to get ahead, something or somebody stops me.

Elementary pupils were asked only the first question, (Table 2.43.3).

For the Nation, the average secondary pupil attends classes where an average of 7, 5, and 16 percent of the pupils, respectively, agree with the above three statements. This may seem very small but there is a fairly high rate of "not sure" response also. The average elementary pupil attends classes where 12 percent of the pupils agree, with the last statement. At the elementary level, minority groups' students tend to be exposed to classmates who feel somewhat less control over their environment than do whites. This is primarily true of Negroes, but also of Puerto Ricans. At the secondary level, differences between white and minority exposure to pupils who feel a lack of control of the environment tend to be very small or nonexistent. When we observe Negroes in particular, we find that at the secondary level the gap between whites and Negroes is greatest in the Southwest and the nonmetropolitan South. At the elementary level, the gap is greatest in the South and is also significant in the nonmetropolitan Southwest and the metropolitan Northeast and metropolitan Midwest. In brief, at least in parts of the country, Negro pupils are more likely than white pupils to be exposed to fellow students who have feelings of powerlessness over their environment.

2.5 The metropolitan North and West

2.51 Schools in the metropolitan North and West compared to the Nation

Pupils living in large cities enjoy certain educational advantages because specialized programs are more feasible in schools and systems where large numbers of pupils exist with the same special needs. When there are only a few pupils with each special demand, it is more expensive for a school or school district to engage personnel and provide special facilities to serve the many special needs of pupils. Comparing the metropolitan Northeast, Midwest, and West to the Nation at large, the survey shows that a somewhat greater percentage of pupils attend a school where there are specialized classes, programs, and personnel. This is generally true, for example, of school nurses, psychologists, speech therapists, remedial reading and mathematics classes, programs for the mentally retarded and physically handicapped, regular classes by teachers specially trained in art and music and special programs for children gifted in these areas, grouping of secondary students according to their performance level (and in the Northeast, tracking of elementary students) as well as advanced college placement courses at the secondary level and advanced curriculum program in both elementary and secondary schools.

The average secondary student in these regions attends a larger school than the average student in the Nation, but the school is older in the urban Northeast and Midwest and has more pupils per room and a higher proportion of makeshift rooms in the Midwest. Again, more administrative flexibility can be exercised and more varied programs offered because of the numbers of students served in a given school. At the secondary level, school libraries with a full-time staff exist for virtually all the students (although there are fewer volumes per student in the urban Northeast and Midwest). Laboratories for instruction in foreign languages, the sciences, as well as shops with power tools and typing classrooms are also available for a higher proportion of high school students in the metropolitan Northeast, Midwest, and West.

There are other characteristics differentiating the schools in these areas from the country at large which cannot be easily linked to the large concentrations of schoolchildren. Pupils in the metropolitan Midwest are less likely to be provided with free textbooks, although a higher proportion of pupils in all three metropolitan regions have principals who report the availability of a sufficient number of textbooks in their school. The teachers and principals of the students in these areas receive higher salaries, especially principals in the Northeast and West, and are more likely to have advanced college degrees.

The pupils in the metropolitan West have the highest percentage of men serving as the principal of their school, while pupils in the urban Northeast have a higher percentage of female principals than pupils in the other regions of the country. While a higher proportion of teachers of the average students in the North and West have a tenured position, a higher percentage also do not have regular certification. The teachers of the average Negro pupil in these three urban regions received a higher average score on a short vocabulary test than did the teachers of the average Negro in the Nation. The likelihood of finding Negro principals and mostly Negro faculties in schools attended by Negro pupils is much less in the urban North and West than in the country as a whole, although the Negro principals and teachers in these regions serve mostly Negro children. Similarly, the average Negro pupil in the metropolitan North attends a school with a larger proportion of whites, than does his average counterpart in the Nation as a whole.

2.52 *Schools attended by Negroes in the metropolitan North and West*

The advantages enjoyed by pupils attending school in the urban Northeast, Midwest, and West are by no means equally shared by Negro and white children alike. Generally, compared to white pupils, Negroes go to older, larger, more crowded buildings, with fewer laboratories and library books, auditoriums and gymnasiums, although they have available more remedial classes and correctional personnel. The survey does not show large differences between the teachers and principals of Negro and white pupils, although the Negro staff is more likely to be working in the schools with Negro pupils. The elementary teachers of the average Negro pupil received a lower average score on a short vocabulary test than did the elementary teachers of the average white. The average Negro high school pupil in each of these areas goes to a school where fewer students are taking the courses required for admission to most colleges. And, in contrast to the average white pupil, the social context provided by the fellow students of the average Negro pupil includes a higher proportion of pupils who come from educationally deprived family backgrounds. (The student environment of a school will be shown in later sections to have an important influence on academic performance of individual pupils.) The differences revealed by the survey reflect the fact that Negroes are concentrated in the oldest portions of the central cities of the metropolitan areas, and whites tend to reside in fringe areas of the city or in the suburbs which have their own separate school districts.

In the metropolitan Midwest, the average Negro pupil at both the elementary and secondary level attends a school with a larger enrollment than does the average white, while in the Northeast and West this is only true at the elementary level. In addition, elementary and secondary schools for the average Negro in the Northeast and Midwest are older; in the Midwest at the secondary level they also have a higher proportion of makeshift rooms. In all three areas the high schools for the average Negro have more pupils per room but the teachers in schools of Negro pupils on the average teach about the same number of pupils as teachers in schools for the average white.

At the secondary level, centralized school libraries and full-time librarians are available to virtually all secondary pupils in the three areas. However, in elementary schools a larger proportion of white than Negro pupils attend schools with a centralized library. The larger schools of the average Negro student do not have larger libraries than the schools attended by the average white. The number of library volumes per student is less in the elementary and secondary schools of Negro students than in the schools of whites in all cases except for the secondary schools of the West where the measure of volumes per student is essentially the same. With textbooks, the Negro pupil may also experience disadvantage. A slightly higher percent of Negro students attend schools in the Northeast and Midwest where the principal reports an insufficient number of textbooks, although at the elementary level the texts in schools with Negro pupils are on the average newer than in schools with whites. But in the Midwest, a higher proportion of Negro secondary students attend schools with older textbooks. Also in the Midwest, where the practice of providing textbooks free to students is not nearly as common as in the other regions, a higher proportion of Negroes attend schools where they are free.

The differences that exist in the availability of special instructional rooms and of facilities such as gymnasiums, athletic fields, auditoriums and cafeterias, generally favor the schools attended by white students. A single measure was constructed which combines in one index the availability of auditoriums, cafeterias, gyms, and athletic fields in a given school. This measure indicates that in the secondary schools of the Northeast and Midwest, and in the elementary schools of the Northeast, these facilities are more often available to white students from the metropolitan areas where most Negroes live, though in the West they are more often available to Negroes. Another general measure constructed to reflect the availability in a given school of several specialized rooms is the index of science laboratories for biology, chemistry, and physics. On this measure, the secondary schools for the average white in the metropolitan Northeast and West but not in the Midwest, appear more adequate. Looking at the availability of individual laboratories, a higher proportion of white students in the Northeast have physics and biology labs, while in the Midwest a higher proportion of white pupils in the same areas as Negroes have physics labs but fewer have biology labs; and in the West, the white students in metropolitan areas with few Negroes appear to have physics labs more often than either Negroes or whites in areas where the highest proportion of the regions' Negroes live. Chemistry labs are generally available to all secondary students in these regions. Sound equipment, for instruction in foreign language is more often found in the West, but is more frequently available for whites than Negroes in the Northeast, while in the Midwest a higher proportion of Negroes go to school where these aids are used. Typing classrooms are generally available to all secondary students in these areas, with the only difference being in the Northeast where a somewhat higher proportion of white students in the areas with many Negroes have the facility. School athletic fields are more frequently available to white high school students in the urban Northeast and Midwest.

Negro students in the urban North appear to have more remedial and correctional programs and services available in their schools. For example, more Negro students in each of the areas attend school with remedial reading teachers and a higher proportion of students receive remedial reading instructions in the schools attended by the average Negro in these regions (except for secondary students in the Northeast). Similarly, a higher proportion of Negroes are in schools which provide separate classes for pupils with behavior and adjustment problems (except for elementary schools in the West), and for low IQ or mentally retarded pupils.

However, the availability of accelerated programs for rapid learners is more typical of the schools of the average white than the average Negro. The survey shows a higher proportion of white elementary and secondary pupils attend schools in these regions which offer accelerated curriculums (except for the secondary schools in the West), attend schools which have separate classes for rapid learners, and more whites in the Northeast and Midwest attend secondary schools which offer course opportunities for 12th graders to obtain advanced placement or credit in college.

In general, Negro pupils attend schools where fewer pupils are taking the kind of course work which is often prerequisite for further education beyond high school. Throughout the urban Northeast, Midwest, and West, the average Negro secondary pupil attends a school with fewer students enrolled in a college preparatory program than in the school of the average white pupil. Also, within each of the regions, the average white pupil attends a school where a higher proportion of pupils have taken intermediate and advanced courses in English, mathematics, foreign languages, and science, whereas a higher proportion in the average Negro school have taken some vocational courses.

In these regions, outside of the racial composition of the teachers and principals, the survey did not show patterns of large differences between the full-time instructional and administrative staff of the schools for the average Negro and white pupil. In both the Northeast, Midwest, and West, the average Negro pupil has a higher proportion of Negro teachers than does the average white pupil, and a higher percentage of Negro pupils have Negro principals.

There is no pattern of large differences to distinguish the teachers of the average white and Negro pupils in the elementary and secondary schools on the amount of college training they received, their certification status and tenure, their average years of experience in teaching and service in their present school and in the salary they receive. Some departures from this generalization are: In the Northeast, the elementary teachers of the average white have been teaching somewhat longer in their present school and have been awarded tenure; in the Midwest, teachers of Negroes receive somewhat larger salaries and at the elementary level have more advanced college degrees and are more frequently tenured while at the secondary level they have served longer in their present school; in the West, the secondary school teachers of the average white have more experience in their present school and frequently do not have regular certificates.

However, the elementary teachers for the average white pupils in each of the regions average one point higher on the vocabulary test than teachers of the average Negro. At both the elementary and secondary level, a higher proportion of teachers of Negroes received special training in the teaching and counseling of the culturally disadvantaged. Although the teachers of Negroes more often plan a longer career in public education, they less frequently express the desire to continue teaching in their present school, more often report being placed in their present school rather than having requested their assignment, and they have a somewhat higher absence rate than the teachers of the average white pupil.

Compared to the average white pupil in each of these regions, the average Negro pupil attends a school where his fellow students generally come from economically poorer, less stable homes, which are more poorly equipped to give stimulation to the educational pursuits of the children. The families are larger, and less frequently have both real parents living at home; the parents' level of education is lower, and the homes more frequently lack modern conveniences and reading materials such as daily newspapers, encyclopedia and home libraries. Of all the characteristics of schools which distinguish the education being provided the average white and Negro students, it is the environment provided by the fellow students where the differences are most dramatic.

2.6 The metropolitan South

2.61 Schools in the metropolitan South compared to the Nation

The pupil in the urban South attends schools that appear in several ways to be better equipped, but less well staffed than those attended by the average pupil in the Nation.

A larger proportion of the buildings have been constructed within the last 20 years. Furthermore, facilities within the secondary schools tend to be somewhat more complete than nationally. Somewhat more pupils here than nationally attend schools with laboratory facilities for teaching biology and physics, foreign language laboratories, and typing rooms. The number of pupils per teacher is essentially the same in the metropolitan South as in the Nation.

The average elementary pupil has about equal access to free textbooks as pupils in the Nation, but secondary pupils have less access. The supply of textbooks is slightly less likely to be sufficient in the metropolitan South compared to the Nation, although when textbooks are available they are on the average newer than textbooks in the Nation as a whole. The average pupil in the metropolitan South is as likely to attend a school that has a centralized library and more likely to attend one that employs a full-time librarian.

Pupils in the metropolitan South, compared to pupils in the Nation as a whole, generally have fewer of the variety of special services and curriculums that many other schools in the Nation make available. At both elementary and secondary levels, there are less likely to be speech therapists, school nurses and psychologists, classes in remedial mathematics and remedial reading, classes in such special skills as art and music classes for the speech impaired and the physically and mentally handicapped and classes for the rapid learner. Elementary pupils are less likely to have kindergartens and to attend schools accredited by regional or State agencies. Secondary pupils are exposed to schools with more restricted curriculum offerings than elsewhere. On the other hand, pupils here are as likely or more likely than their counterparts in other regions of the Nation to attend schools giving intelligence tests, interest inventories, and achievement tests as parts of student evaluation. And although the Southern metropolitan pupil is less likely to attend a school in which there is an enforced compulsory attendance law, there is more likely to be an attendance officer. Finally, the pupil here more often has a school that distributes free lunches to some of its students and that has a wide choice of extracurricular activities. Negro pupils here have more exposure than Negroes nationally to teachers and principals who attended undergraduate colleges and universities that did not have programs beyond the bachelor's degree. The average white pupil here has more exposure than those nationally to teachers who express a preference for Anglo-Saxon and for all-white students. In the metropolitan South, Negroes are less likely than Negros in the country as a whole to have teachers who prefer Anglo-Saxon and all-white pupils; but in the metropolitan Southwest, Negroes are more likely to have teachers who prefer these groups. In the metropolitan South, whites are more likely than whites elsewhere to have principals opposed to bussing pupils and compensatory education but in favor of all or predominately white faculties for schools of a variety of racial compositions.

2.62 Schools attended by Negroes in the metropolitan South

Most of the facilities that modern schools have are less likely to be available to the average Negro than to the average white in the metropolitan South. This is not true of all facilities measured in the survey but it is true of many. The average white attends a secondary school that, compared to the average Negro is more likely to have a gymnasium, a foreign language laboratory with sound equipment, a cafeteria, a physics laboratory, a room used only for typing instruction, an athletic field, a chemistry laboratory, a biology laboratory, at least three movie projectors. (The facilities are listed in order from greatest to least difference by race.)

The data suggest that the lack of sufficient and modern textbooks may be more severe for Negro than for white pupils in the urban South. It is more likely that the average Negro will attend a school that furnishes free textbooks; this is distinctly the case in high school, but only slightly the case at the elementary level (in fact, whites in the same county as Negroes are more likely to receive free elementary texts than are Negroes, and free texts are generally more common for elementary students). But if texts are more often free for Negroes, more Negroes are in schools where texts are not in sufficient supply; at both levels schools attended by Negroes more often report an insufficient supply of texts. In high schools, a comparison with whites in the same county indicates that this insufficiency is a general one for the counties in which Negroes are concentrated. The texts are both insufficient and older: elementary schools for the average Negro more often report texts that average over 4 years old, and secondary schools less often have new biology texts.

There is a less consistent deficiency of public library facilities and access to these facilities. The average Negro is more likely to live within walking distance of a public library, and if he is in the elementary grades his school more often has a library (virtually all high schools have a central library) and on the average, his library has more books in it. On the other hand, the average Negro elementary pupil is less likely to have a full-time librarian in his school (although there is not much difference when whites in the same county are compared with Negroes) and the average secondary school Negro pupil attends a school that has slightly fewer books in its library: 7,059 versus 7,651 for whites, and 8,883 for whites in the same county. The difference in volumes per pupil, however, is less slight: 4.50 library books in schools attended by whites compared to 3.34 for Negroes in elementary schools, and 5.73 to 4.53 in secondary schools.

If various special services such as free lunch program should be available independent of need, then Negroes and white experience equal deficiency in the urban South. The average Negro attends a school in which the proportion of pupils receiving free milk and a free lunch is about the same as for the average white (this tends to be a very low figure, 4 to 13 percent); however, a higher proportion of Negroes attend schools that have a free lunch and free milk program and this difference becomes quite sharp when Negroes are compared to whites in the same county.

It is extremely unlikely that any school in the metropolitan South has a full-time psychologist; at the elementary level there is some slight indication that this rare service is more likely to be available to the average Negro. School nurses are distinctly more often available to the Negro student, but a school attendance officer is found more often in schools attended by whites (not so, however, when whites in the same counties are considered; the fact seems to be that metropolitan counties with a large proportion of Negroes are less likely to employ attendance officers). Indeed, though school districts in which Negroes are most concentrated more often have an attendance law, the attendance law is less often well enforced.

There is strong evidence that the availability of various adjunctive services and special programs in the school is less for Negroes than whites. Speech therapists, reading teachers, accelerated curriculums, remedial mathematics, remedial reading, special services for children with behavior problems, classes for rapid learners, those with special talents such as art and music, and for those with speech impairments, less often appear in schools attended by the average Negro at the elementary level, and the picture is much the same in high schools; only special classes for children with low IQ are more often available to the average Negro. Many of these services are also less available to whites living in the same county as Negroes, compared to whites in general, and in several instances the average Negro has more access to such services than has the average white in his county. Speech therapists are available to 43 percent of the white elementary students, and only to 35 percent of Negroes; but only 19 percent of whites in the same counties as Negroes have access to a speech therapist. Or, as another example, high school Negroes have less chance to attend a school in which they can earn credits that will give them advanced standing in college; but they have a substantially better chance than is true for whites living in the same counties. The probable explanation is that Negroes tend to live in cities with fewer resources than does the average white in the region; nevertheless, the average Negro child in the metropolitan South is less likely than the average white to have access to these various remediations or opportunities for additional development.

Intelligence and achievement testing programs are virtually universal in the schools of the metropolitan South. The use of interest inventories, which are useful in vocational and educational counselling, is far from universal, being available to somewhat more than one-half of the high school students. They are available to far fewer Negro (49 percent) than white (72 percent) secondary pupils. This difference, again, depends on location within the region, since only 64 percent of whites in the same counties as Negroes have this service.

The average Negro is more likely than the average white to attend an elementary school that has a formal tracking system for grouping its pupils, but in secondary schools there is no difference by race in the prevalence of this practice. At both levels, the Negro pupil is more likely to be in the lowest track and less likely to be in the highest. Since desegregation has not progressed sufficiently in this area to account for the difference, it is probable that all-Negro schools place fewer of their pupils in the fastest track. Promotion policies differ by race also, although here the picture is not consistent for elementary and secondary grades. (Caution is required in any event because of a high nonresponse rate of elementary school principals to this question.) The average Negro attends an elementary school in which, compared to the average white, pupils are more likely to be promoted with their age group when they have failed a subject; in contrast, he attends a high school that is more likely to require a pupil to repeat a grade in which he has done failing work, rather than require him to repeat only those specific courses that he failed.

Virtually all extracurricular activities are less likely to occur in secondary schools attended by the average Negro. This is true of student government, school newspapers, school annual, boys' and girls' interscholastic and intrascholastic athletics, band, chorus, service clubs, and debate clubs. Only hobby clubs, social dances, and military cadets are less common for the average white student. It should be emphasized that differences are sometimes small and that in a number of instances the activity is found in nearly all schools for pupils of both races. The conclusion, however, is strongly supported by the data, that a wider range of extracurricular possibilities is afforded the average white pupil.

Just as the average Negro pupil encounters somewhat different facilities and curricular and extracurricular activities than does the white pupil, so is he exposed to a faculty and administration that are different in background and in attitudes. The most visible and extreme difference is in the race of both faculty and administration. Racial mixture of pupils and teachers is more rare in the metropolitan South than in any other sector of the Nation. Here, 93 percent of the Negro elementary and 97 percent of the secondary pupils attend schools in which the principal is Negro; 97 percent of the white elementary and 100 percent of the white secondary pupils attend schools in which the principals are also white. In the metropolitan South, 96 percent of the teachers of the average Negro are Negro at the elementary level and 94 percent are Negro at the secondary level. For whites, the proportions of white teachers are 96 and 99 percent. But, racial sorting is not the only thing that distinguishes the teachers of Negroes from the teachers of whites in the metropolitan South. The former are more likely to be local having more often lived most of their lives in the local area, graduated from a local high school, and attended an in-State college; this difference is especially pronounced among elementary teachers. The teachers of the average Negro have a lower average score on the vocabulary test, and this difference too is greater among elementary than secondary teachers. But, somewhat by contrast, the teachers and principal of the average Negro are more likely to have advanced degrees, and both teachers, principals, and guidance counselors have more years of experience on the average. Not only is the staff for the average Negro pupil more experienced, but both teachers and principals average longer tenure in the present school, especially at the secondary level. Related to this greater experience, a higher proportion of teachers is fully certified in the case of the average Negro pupil.

There is also some evidence of greater professional involvement on the part of teachers of Negroes. They are more likely to participate actively in a teachers organization, they read a larger average number of professional journals, and they have attended more summer institutes in general and more institutes for the culturally disadvantaged in particular.

The most distinctive and distinguishing feature of the colleges in which these teachers were trained is the race of the student body. The teachers and principal of the average Negro child had practically no white classmates in college, in contrast to the average white child's teachers and principal, who had essentially only white classmates; that is, teachers were trained in institutions that were no less segregated than the schools they now teach in. Also, the average Negro child attends a school in which the faculty less often rate the college they attended high in academic quality.

The teachers of the average white pupil, at both secondary and elementary levels, are more likely to prefer to teach Anglo-Saxon students; all-white students; children from white-collar and professional homes; and high-ability students. The differences are substantial. Over three-fourths of the teachers of both races believe in the concept of the neighborhood school, but the belief is more prevalent among the teachers of whites. Correlatively, fewer than half believe in bussing pupils to schools outside their neighborhood, but more Negroes have teachers who believe in bussing; also, more of his teachers believe in compensatory education at extra cost for the underprivileged, though the differences are not large. Generally, similar differences in belief characterize the principals of the average white and the average Negro: More of the former oppose bussing and want to maintain the neighborhood school, while more of the latter favor compensatory education. The average Negro attends a school in which around 60 percent of his teachers favor (or accept) white teachers for nonwhite students, and the comparable figure for the average white is less than 25 percent. More principals of Negro students than of whites believe that the race of the student body should be ignored in selecting its faculty.

There are substantial differences in a great number of areas in the characteristics of the classmates of Negroes as compared to white pupils. The most extreme difference is in their race: the average Negro elementary pupil goes to a school in which 3 percent of his classmates are whites; 89 percent of the classmates of the comparable white child are white (though this figure drops to 80 percent for whites in the same counties as Negroes). Fewer of the classmates of the average Negro pupil have parents who are high school graduates, and fewer are living with their real mothers and fathers. Fewer are from homes in which there are 2 or less other children, fewer are from homes in which there is a vacuum cleaner, or a telephone, or an automobile, a daily newspaper, an encyclopedia, or at least 100 books. A smaller proportion of the classmates of the average high school Negro compared to the average white have read a college catalog, or are enrolled in a college-preparatory curriculum, and, based on the reported performance of the prior year's graduating class, a smaller proportion will in fact attend college. More of the average Negro's classmates are dropouts and the average rate of daily attendance is slightly lower. Fewer maintain an A or B grade average and fewer are in the highest track in their English classes. More of the classmates of the average high school Negro pupil have taken one year or less of science, more have taken not more than two years of English. A larger proportion of the classmates of the average Negro compared to the average white agree that "People like me don't have much of a chance in life" and that "Good luck is more important than hard work for success." Many of these differences are only a few percentage points.

In general, the home backgrounds of the classmates of the average Negro seem less likely to support and encourage a stimulating academic atmosphere at school, when measured in terms of educational materials in the home, family stability, and the education of parents. Less clearly but with reasonable certainty it appears that the conduct and achievements of his classmates in school are less likely to challenge him to his best academic performance. However, consistent with the general reports of Negroes of high parental interest in education, the average Negro pupil in the urban South, compared to the average white, has classmates who report that his parents are as likely to discuss school matters with them frequently, to have read to them often before they started school, to attend the PTA, to want their children to be good students, and to want them to obtain training beyond high school. Further, his classmates are as likely to report having read at least one book during the prior summer, to have never missed school voluntarily, and to want to be among the best students in their class. It is clear that by the more objective indicators of an educationally supportive atmosphere (such as economic and educational level of the home) the average Negro is among classmates whose homes are far less conducive to achievement.

2.7 The nonmetropolitan South

2.71 Schools in the nonmetropolitan South compared to the Nation

In several important respects, the schools attended by children of all races in the nonmetropolitan South put children in this area at a disadvantage relative to children in other parts of the country.

Pupils here attend schools that are no more crowded but are somewhat older than schools in the country as a whole. However, Negroes are more likely than Negroes nationally to have buildings constructed after World War II, while whites are less likely than whites nationally to have newer buildings.

At the secondary level, pupils in the nonmetropolitan South attend schools that on the average have far fewer facilities than schools in the Nation as a whole. Those in the Southwest have considerably more facilities than those in the South proper. In the South proper, secondary pupils have fewer shop and science laboratory facilities and space, foreign language laboratories, health rooms, and single-purpose gymnasiums and auditoriums. However, at the elementary level, white children have greater access than whites in the Nation to schools with kitchens for preparing hot lunches and to schools with single-purpose cafeterias, auditoriums, and gymnasiums. One reason for this is probably the greater prevalence of combination elementary and secondary schools (grades 1–12) in this area. Although public libraries of at least 5,000 books in walking distance of the school are less available here than nationally, centralized school libraries are about as available. Within the school libraries, there are fewer volumes than is true nationally and at the secondary level the schools are less likely to have one or more full-time librarian. Free textbooks are less available in the nonmetropolitan South proper, but more available in the nonmetropolitan Southwest.

Children in the nonmetropolitan South are much less likely than children in other parts of the country to have the services of a wide variety of special teachers and other staff. This relationship is unusually strong and applies virtually without exception to the availability of such staff and services as school nurses, reading teachers, special classes for low IQ or mentally retarded pupils, kindergarten teachers, art teachers, music teachers, remedial math classes, classes for pupils with speech impairments, etc.

Furthermore, secondary students here have more restricted curriculum choices. Agriculture is the only curriculum offering that students here have greater access to on the average.

Students here, compared with the national average, attend schools of smaller average size; they have fewer instructional rooms per building and fewer students. The fact that schools are of smaller size helps explain why complete school facilities and programs are more difficult to secure here than nationally. In the nonmetropolitan South proper, students at both elementary and secondary levels are less likely to attend schools accredited by State or regional agencies. In the nonmetropolitan Southwest, students are more exposed to State-accredited schools, but regionally accredited schools are more available at the elementary level only.

Standardized intelligence tests, achievement tests, and interest inventories are about equally available in this region and in the Nation. Free school lunches and free milk are somewhat more available than elsewhere. Fewer extracurricular activities are available in secondary schools than in other regions, with the exception of some athletic programs.

The teachers and principals of pupils in this area differ in several ways from their counterparts in other regions of the country. Of great importance is the relatively lower score of teachers on the vocabulary test administered as part of the survey. The teachers are more local in their backgrounds, in the sense that they are more likely than teachers nationally to have spent most of their lives in the local area, graduated from a local high school, and attended an in-State college. Principals here are less likely than those nationally to have an advanced degree. Furthermore, they tend to have fewer hours of college credits beyond their highest college degree.

Both principals and teachers are less inclined than those in the country as a whole to favor extra expenditures for compensatory education programs. The teachers of white pupils are far more likely than the teachers of whites in other regions to prefer white and Anglo-Saxon students. Principals of white pupils are more likely than white principals nationally to favor all or predominantly white faculties for predominantly white, mixed, and predominantly nonwhite enrollments. However, as is true nationally, preference for all or predominantly white teachers is greatest for schools with an all or predominantly white enrollment. Finally, principals of whites here are less likely than principals of whites in other regions to favor ignoring race in the selection of teachers.

Negro pupils in the nonmetropolitan South proper are less likely than those in the Nation to have white classmates, while white pupils are more likely to have white classmates than nationally. In the nonmetropolitan Southwest, whites are less likely to attend school with whites, and more likely to attend school with Mexican-Americans, than is true in other regions.

Another major way in which student environment differs from the national norm is that pupils in schools attended by both whites and Negroes come from somewhat poorer homes than those in the country as a whole. Mothers tend to have less education, there are fewer material possessions in the home (such as telephones and vacuum cleaners), and there are fewer educational items in the home (daily newspapers, encyclopedias, and books).

2.72 Schools attended by Negroes in the nonmetropolitan South

Negro children in the nonmetropolitan South in many ways have unequal educational opportunities compared with white children. The Negro children are more likely than whites to attend schools with fewer facilities, teachers of lower verbal skills, and classmates from economically deprived homes. Partly as a consequence of these differences, Negro children are less likely than white children to attend schools that are accredited by regional and State agencies,

The survey data reveal that many new schools were built for Negroes in the 1950's and 1960's, probably in an attempt to equalize school facilities against the pressures of legal decisions. Negro children in both elementary and secondary schools are much more likely than white children to attend school in a building less than 20 years old and are much less likely than white children to attend school in a building 40 years or more old. Even so, facilities within the Negro schools remain inferior to those in the white schools. In addition, the Negro children are in schools that are more crowded. For example, the average Negro secondary school pupil in nonmetropolitan South attends a school with 35 pupils per instruction room compared with 28 pupils per instruction room for white children.

Not only are school facilities less complete for school children in the nonmetropolitan South than in the country as a whole, but Negro children have fewer facilities within their schools than white children have. This finding is especially meaningful since Negro schools tend to be larger than white schools and thus should provide more chances for the efficient utilization of school facilities. Negroes are less likely than whites to have a variety of school facilities, from single purpose auditoriums to science laboratories. For example, 38 percent of the Negro but 63 percent of the white, secondary students attend schools with single-purpose gymnasiums, and 63 percent of the Negro, but 83 percent of the white, secondary students attend schools with space and equipment available for laboratory work in physics. Negro children have access to fewer library volumes than whites and fewer volumes per pupil. In the South, Negroes are more likely to have textbook shortages in their schools as well.

A question closely related to facilities is the availability of special staff and special programs for students. Although there are dramatic differences in the availability of such services for pupils in these areas compared to the Nation, most of the differences are as great for whites as for Negroes. However, Negroes are at a disadvantage in the differential enforcement of compulsory school-attendance law. Negro children are more likely than white children to have a principal reporting no such law and less likely to have principals reporting well-enforced laws. Also, while special teachers are about equally available to both races, curricular choices are not. Negro secondary pupils are less likely than white pupils to be in schools offering college preparatory, commercial, general, vocational, and agriculture curriculums.

Inequalities by race appear in other school services as well. There is a slight tendency for Negroes to be more likely than whites to be in schools with no free lunch or free milk program. This is expecially relevant because of the greater need of Negro children on the average for these services. Negroes, expecially at the elementary level, are more likely than whites to be in schools not giving standardized intelligence or achievement tests. However, their schools tend to have more extracurricular activities than do schools attended by whites. This especially includes student government, chorus, drama, and social dances, although some of the more expensive types of activities (such as school newspapers and school annuals or yearbooks) are more available to white than Negro children.

The teachers and principals of Negro and white pupils in the nonmetropolitan South are alike in many ways but differ in some critical respects. The vocabulary test administered to teachers as part of the survey highlights one such difference. The teachers of Negroes not only score below the national average, but they score well below the average for whites within the region. Negro and white children are more likely here than in the Nation to have principals and teachers of their own race. At the elementary level in the nonmetropolitan South proper, 86 percent of the Negro children, but only 2 percent of the white children, have a Negro principal, while 91 percent of the white children, but only 7 percent of the Negro children, have a white principal. Furthermore, the average Negro elementary pupil here is in a school where 90 percent of the teachers are Negro and 8 percent are white. The average white elementary pupil here is in a school where 96 percent of the teachers are white and 2 percent are Negro.

The racial isolation of pupils in public schools in the nonmetropolitan South is more severe than in the country as a whole. Ten percent of the classmates of average Negro elementary school pupils are white, and the secondary students are in only a slightly less segregated setting. Whites are similarly isolated; 89 percent of the classmates of white elementary pupils and 93 percent of the classmates of white secondary pupils are white. The results reflect, of course, the historical pattern of racially segregated schools. Very little of the racial isolation can be explained by the uneven distribution of the races in the area (after standardization for county of residence, 91 percent instead of 93 percent of the classmates of white secondary students are white, while the average Negro secondary school student is in a school where only 11 percent of his classmates are white).

Negroes in the nonmetropolitan South are more likely than whites to attend schools with children from deprived homes. Negroes here are less exposed than whites to classmates who have mothers with at least a high school education, to be living with their real mother and father, and to have a variety of material and educational possessions in the home (telephone, automobile, encyclopedia, daily newspapers, etc.). Furthermore, Negro children have classmates that come from homes where there are not only fewer resources but also more children. In the nonmetropolitan South proper, 75 percent of the classmates of the average Negro elementary school child and 63 percent of the classmates of the average white elementary school child come from a home with three or more children in the family.

But although Negroes here attend school with students from homes where there are few tangible resources for supporting education, they are about equal to whites in the proportion of classmates from homes that offer intangible supports for education; for example, about half of the classmates of both white and Negro children report almost daily discussions about school with their parents, and in both instances about 65 percent of the classmates report that their mothers want them to go to college.

A very important aspect of school environment is the level of achievement of classmates and the attitudes and values of fellow pupils toward learning and toward succeeding. Negroes, compared with whites, attend schools where the tested achievement level among pupils is lower, where ability groups or tracks are more frequently used, a higher proportion of pupils are in the lowest track, and there are more discipline problems reported by the principal. Moreover, enrollment in courses and curriculums leading to college is less common, fewer pupils have ever communicated with a college official about going to his college, and principals report lower rates of college attendance. Also, even more than in other parts of the country, Negroes are more exposed than whites to classmates who feel little control over their environment. Thirty percent of the classmates of Negroes compared to only 10 percent of the classmates of whites agree with the statement "Good luck is more important than hard work for success."

These indicators of an environment that does not support learning in schools attended by Negroes must be weighed against other facts. Negroes are more exposed to pupils who report that they want to be one of the best students in their class and that their teachers expect them to be. Also, Negroes here are at least as likely as whites to have classmates who report not having stayed away from school voluntarily, who spend considerable time on homework, and who have a high academic self-conception or self-confidence.

2.8 Other minorities

Schoolchildren from these minorities are much less racially isolated than Negro children. While the average Negro elementary child is in schools where 16 percent of the students are whites, the average percentage of white classmates is 45 percent for Puerto Ricans, 53 percent for Mexican-Americans, 57 percent for Oriental Americans, and 60 percent for Indian Americans. At the secondary level, the average Negro is in a school where 24 percent of the students are whites, while the average percentage of white classmates is 54 percent for Oriental Americans, 56 percent for Puerto Ricans, 68 percent for Mexican-Americans, and 70 percent for Indian Americans. Furthermore, figures 2.14.11–2.14.14 and 2.14.25–2.14.28 show that, in contrast with Negroes, these minorities are overwhelmingly in schools where only 0–10 percent of the pupils are of that race. At the first grade, about 34 percent of the Mexican Americans, 39 percent of the Indian Americans, 50 percent of the Puerto Ricans, and 85 percent of the Oriental Americans are in such schools; about 34 percent of Indian American students are in schools that are 90–100 percent Indian American. At the secondary level, about 65 percent of the Mexican Americans, 70 percent of the Puerto Ricans, 71 percent of the Oriental Americans, and 83 percent of the Indian Americans are in such schools (10 percent or less of their classmates are of their own race).

Thus, especially in contrast with Negroes in some parts of the country, statements about the classmates of these minorities are to a large degree statements about white children. Similarly, the schools that these minorities attend are very much like the schools that whites attend. Of course their situation is not like that of the average white child in the sense that the latter is very much surrounded by children of his own ethnic group. Nevertheless, the schools attended by Mexican Americans, Indian Americans, and Oriental Americans tend to be very much like those of whites. This is especially true if comparisons are made with whites in the same county.

Puerto Ricans, compared with whites standardized by county, are exposed to schools that on the average are somewhat older, have fewer secondary facilities and extracurricular activities and more behavior problems, and are less likely to have free nursery schools and accelerated curriculums. Puerto Ricans are more exposed to schools that are regionally accredited, have free lunches more often, have more reading teachers and remedial reading classes, and have more separate classes for non-English-speaking pupils and pupils with speech impairments.

The minorities have principals and teachers that are much like those of whites. They are somewhat less exposed than whites to teachers that prefer Anglo-Saxon students and all white students. At the same time a significant number of these minority children are exposed to teachers that would prefer not to teach them. These minorities are more likely than whites to have Negro principals, although twice as many Negro elementary school children have Negro principals as do Puerto Ricans and four times as many Negro elementary school children have Negro principals as do Indian Americans or Oriental Americans. At the secondary level, 12 percent of the Puerto Ricans, 9 percent of the Mexican-Americans, and 7 percent of the Indian Americans have Negro principals. The results are very similar for race of teachers. The only other race with significant numbers of principals is Oriental Americans. They are overwhelmingly concentrated in areas with Oriental American students, but whites standardized by county are as likely as Oriental Americans to have an Oriental American principal.

Mexican-Americans, Indian Americans, and Oriental Americans attend schools with pupil environments very similar to those of whites. Puerto Ricans are more exposed than whites to pupils with less educated parents, broken homes, and from homes with few material and educational possessions. The classmates of the average Puerto Rican, compared with those of the average white in the same county, are less likely to indicate definite plans to attend college, to be enrolled in a college preparatory curriculum or courses usually required by colleges for entrance, or to report having read a college catalog or talked with a college official about attending his college. At the same time, Puerto Ricans are about as exposed as whites to pupils who report that they read over the summer, attend school regularly, have high grade averages, aspire to be one of the best students in their class, etc.

2.9 School characteristics of the outlying areas

The problem of determining the condition of educational opportunity in the outlying areas is quite different from that in the continental United States. American Samoa, Canal Zone, Guam, Puerto Rico, and the Virgin Islands were the five territories surveyed. Each of these areas has a different political and financial organization. However, the main difference lies in the cultural and ethnic backgrounds of these five areas, each of which has a student body composed of several different racial groups and where whites are a minority in virtually all of the schools.

Because of the special social conditions existing in these areas the problem of educational opportunity will not be examined by inspecting the racial groups separately as was done for the continental United States. Rather, each of the areas is treated as a unit. In this way the total level of educational opportunities afforded by an area can be observed and compared with the other areas.

Data about the schools were collected from almost all the schools in each of the five territories using the "Principal's Form for Summary School Data," which is abbreviated in the tables as P(S). This questionnaire was a shortened version of the principal's questionnaire and was the only instrument used in collecting data from the territories. The number of principals responding in the five territories were: American Samoa, 17; Canal Zone, 22; Guam, 24; Puertc Rico, 121; and the Virgin Islands, 21. Almost complete data was received from all the territories except American Samoa, where a few small schools did not respond. The data represent a survey of all elementary schools with the exception of Puerto Rico where they were sampled on a one-out-of-three basis.

Table 2.9.1 represents in summary form the percentages of combined elementary and secondary schools in each of the five territories having selected school facilities, characteristics, and services. It must be noted here that the findings in any territory must be considered in the light of the special needs and conditions existent in the territory. For example, both American Samoa and Puerto Rico do not provide gymnasiums for their students. However, this deficiency may not represent a significant lack of educational opportunity in American Samoa where gymnasiums are perhaps less important, but may indeed represent such a lack in the schools in the metropolitan areas of Puerto Rico. On the other hand, lack of facilities such as a school library or an insufficiency of textbooks are prima facie evidence of the lack of educational opportunities to the pupils in those schools.

On inspection of the data on the various school characteristics in tables 2.9.1., the variations between the five territories are quite apparent. Direct comparisons between these data and those of the continental United States may not be made because these data are percentages in which each school is weighted equally, while in the continental United States each pupil is weighted

Table 2.9.1.—Percentages of schools (elementary and secondary combined) in the territories having selected school facilities and characteristics, fall 1965

Item	Question number	American Samoa, N=17	Canal Zone, N=22	Guam, N=24	Puerto Rico, N=121	Virgin Islands, N=21
Free kindergarten	P(S)–3	0	73	0	5	67
Free nursery	P(S)–4	0	0	0	0	14
School attendance law	P(S)–7					
None		0	100	0	7	0
Poorly enforced		53	0	13	66	10
Thoroughly enforced		41	0	88	21	86
Age of main classroom building	P(S)–10					
Less than 5 years		88	9	8	8	10
5 to 19 years		6	32	79	43	48
20 years or older		6	59	13	46	38
Centralized school library	P(S)–13a	53	23	75	21	38
Number of volumes in school library	P(S)–13b					
Less than 250		18	77	21	71	38
250 to 1,000		65	0	21	6	19
1,000 or more		12	23	46	12	10
Auditorium (solely)	P(S)–13c	6	9	0	3	10
Cafeteria (solely)	P(S)–13d	53	5	8	69	43
Gymnasium (solely)	P(S)–13e	0	64	0	3	14
Shop with power tools	P(S)–13j	12	32	33	17	19
Space and equipment available for laboratory work in:						
Biology	P(S)–13k	6	18	13	11	10
Chemistry	P(S)–13l	6	18	8	9	10
Physics	P(S)–13m	6	18	8	9	5
Typing classroom (solely)	P(S)–13o	18	18	8	10	10
Baseball or football field [1]	P(S)–13p	29	64	75	35	48
Kitchen for preparing hot meals [2]	P(S)–13r	82	18	96	97	100
All textbooks free	P(S)–16	71	100	100	94	100
Sufficient number of textbooks	P(S)–20	[3] 47	100	92	52	67
Intelligence tests given in one or more grades	P(S)–22	12	59	79	79	71
Standardized achievement test given in	P(S)–23					
1 to 5 grades		6	18	42	68	43
6 or more grades		0	82	54	29	43
An art teacher 1 or more days per week	P(S)–30	6	27	29	17	29
A music teacher 1 or more days per week	P(S)–31	12	27	33	15	43
A librarian part- or full-time [4]	P(S)–36	18	23	38	16	19
Any problem of impertinence and discourtesy to teachers	P(S)–48b	6	55	46	26	67
Any problem of tension between racial or ethnic groups	P(S)–48c	6	0	38	[5] 3	5
Special classes for:						
Low IQ or mentally retarded students	P(S)–69a	0	59	58	10	19
Non-English speaking students	P(S)–69c	24	41	13	5	10
Rapid learners	P(S)–69d	12	23	42	17	[3] 10
School newspaper	P(S)–87b	18	18	33	19	[5] 10
Interschool athletics for boys	P(S)–87d	53	36	21	31	[5] 19
Average expected amount of homework per day	P(S)–88					
Not usually assigned		77	0	4	3	14
Less than 1 hour		6	73	21	22	10
1 to 2 hours		0	27	29	43	14
Over 2 hours		6	0	8	16	0

---

[1] Includes those on school property, community wide facilities, and those on another school's property.

[2] Includes schools where hot lunches are brought to the school.

[3] Approximately 40 percent of the principals did not respond to this question.

[4] Includes a teacher who also acts as librarian.

[5] Approximately 60 percent of the principals did not respond to this question.

equally. Also table 2.9.1 is based on elementary and secondary schools combined.

Table 2.9.2., however, presents the data on the same characteristics for almost all of the secondary schools in each of the five territories as well as comparable data for the United States. These data are also based on schools rather than students. Variations among the territories are quite noticeable for many of the school characteristics as well as the differences between certain territories and the United States. For example, we find that the secondary schools in the Canal Zone, Guam, and the Virgin Islands all have higher percentages of art teachers than do the schools in the United States. American Samoa and Puerto Rico, on the other hand, have slightly fewer art teachers in their schools.

Table 2.9.2.—Percentage of *secondary* schools in the United States and the territories having selected school facilities and characteristics, fall 1965

Item (1)	Question number (2)	United States (3)	American Samoa, N=3 (4)	Canal Zone, N=5 (5)	Guam, N=7 (6)	Puerto Rico, N=61 (7)	Virgin Islands, N=3 (8)
School attendance law	P(S)-7						
None		5	0	100	0	8	0
Poorly enforced		30	67	0	14	69	0
Thoroughly enforced		64	33	0	86	16	100
Age of main classroom building	P(S)-10						
Less than 5 years		8	67	20	14	8	0
5 to 19 years		36	0	40	71	35	100
20 years or older		53	33	40	14	54	0
Centralized school library	P(S)-13a	86	100	100	100	34	67
Number of volumes in school library	P(S)-13b						
Less than 250			0	0	0	64	[1] 0
250 to 1,000			67	0	14	7	0
1,000 or more			33	100	0	21	33
Auditorium (solely)	P(S)-13c	27	[2] 33	40	0	5	67
Cafeteria (solely)	P(S)-13d	64	67	20	0	74	67
Gymnasium (solely)	P(S)-13e	50	[2] 0	60	0	2	67
Shop with power tools	P(S)-13j	83	[2] 67	100	100	33	100
Space and equipment available for laboratory work in:							
Biology	P(S)-13k	88	33	80	43	21	67
Chemistry	P(S)-13l	92	33	80	29	18	67
Physics	P(S)-13m	84	33	80	29	18	33
Typing classroom (solely)	P(S)-13o	77	100	80	29	20	67
Baseball or football field [3]	P(S)-13p	95	100	100	86	48	[2] 67
Kitchen for preparing hot meals [4]	P(S)-13r	94	100	40	86	97	100
All textbooks free	P(S)-16	60	[1] 33	100	100	93	100
Sufficient number of textbooks	P(S)-20	93	[1] 33	100	100	41	67
Intelligence tests given in 1 or more grades	P(S)-22	88	33	0	86	97	100
Standardized achievement test given in	P(S)-23						
1 to 5 grades		53	33	60	57	85	67
6 or more grades		41	0	40	43	10	33
An art teacher 1 or more days per week	P(S)-30	38	33	80	86	23	100
A music teacher 1 or more days per week	P(S)-31	83	67	100	86	20	100
A librarian part or full-time [5]	P(S)-36	96	67	100	86	30	67
Any problem of impertinence and discourtesy to teachers.	P(S)-48b		33	100	71	31	100
Any problem of tension between racial or ethnic groups.	P(S)-48c		0	0	71	[6] 5	0
Special classes for:							
Low IQ or mentally retarded students	P(S)-69a	30	0	100	57	13	33
Non-English speaking students	P(S)-69c	[illegible]	0	20	29	8	0
Rapid learners	P(S)-69d	15	33	60	71	23	67

See footnotes at end of table.

Table 2.9.2.—Percentage of *secondary* schools in the United States and the territories having selected school facilities and characteristics, fall 1965—Continued

Item (1)	Question number (2)	United States (3)	American Samoa, N=3 (4)	Canal Zone, N=5 (5)	Guam, N=7 (6)	Puerto Rico, N=61 (7)	Virgin Islands, N=3 (8)
School newspaper	P(S)–87b	72	100	80	100	31	67
Interschool athletics for boys	P(S)–87d	97	67	80	57	51	67
Average expected amount of homework per day:	P(S)–88	--------	--------	--------	--------	--------	--------
Not usually assigned		0	67	0	0	3	0
Less than 1 hour		8	0	0	29	12	0
1 to 2 hours		65	0	100	29	48	67
Over 2 hours		22	33	0	29	26	[2] 0

[1] 67 percent of the principals did not respond to this question.

[2] 33 percent of the principals did not respond to this question.

[3] Includes those on school property, communitywide facilities, and those on another school's property.

[4] Includes schools where hot lunches are brought to the school.

[5] Includes a teacher who also acts as librarian.

[6] 57 percent of the principals did not respond to this question.

3.0 Pupil Achievement and Motivation

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3.0 Pupil Achievement and Motivation

3.1 Outcomes of schooling

A broad comparative survey such as this one can obviously give only a partial view of the effects of school variations, and must be complemented by intensive studies of particular school settings. It can, however, give some indication, in a general way, of how the school characteristics described in the preceding section are related to outcomes of schooling.

The outcomes of schooling to be studied here cover two general areas—achievement and motivation. Achievement shows the accomplishments of the school to date; motivation shows the interest it has created for further achievements.

In examining these outcomes of schooling, several points must be kept in mind. First, the validity of achievement tests as predictors of future success in life probably differs sharply from rural to urban environments, and from manual to nonmanual occupations. However, as society becomes more urban, as occupations become less manual, the validity of such tests increases, just as the importance of school itself increases. Tests similar to those used in this survey are widely used for college admission, and are increasingly used for job placement. The facts of life in modern society are that the intellectual skills, which involve reading, writing, calculation, analysis of information, are becoming basic requirements for independence, for productive work, for political participation, for wise consumption. Such intellectual skills were far less important in the simpler rural society from which ours has grown, and, as in all such rural societies, the schooling to develop these skills was less important there. As will be evident in much of the data of this section, large portions of our current problems in education of the disadvantaged stem from this rural background and from the sharp transition our society has undergone.

Thus, while such test results are not the only thing educators mean when they speak of the outcomes of schooling, they are a large and important part of it. Such tests are not in any sense "culturally fair"; in fact, their very design is to determine the degree to which a child has assimilated a culture appropriate to modern life in the United States. Cultural disadvantage should show up most markedly in tests of this sort, because they are designed to measure performance in a highly technical and sophisticated culture.

A second consideration to be kept in mind in examining variations in test scores and motivation is that school is only one factor affecting both achievement and motivation: differences in family background, and general influences of the society at large also have strong effects. Studies of school achievement have consistently shown that variations in family background account for far more variation in school achievement than do variations in school characteristics.

Because of these important family differences, the general approach to be taken will be to examine effects of school variation after taking account of the effects of background differences between children. Each racial or ethnic group will be examined separately, and for Negroes and whites, regional groups will be examined separately. In this way, it will be possible to examine, for relatively homogeneous geographic and ethnic groups, what effects school factors have upon the outcomes of schooling.

A final point of caution concerns the measures of motivation. Motivation for achievement is an elusive quantity that is not well measured by responses to questionnaire items or other verbal responses. Consequently, any conclusions drawn about factors affecting motivation must be made more tentatively than conclusions about factors affecting achievement.

Before turning to the examination of school effects, the overall levels of educational achievement at each grade level as well as levels of motivation and other attitudinal characteristics will be shown for each of the groups under study. This will provide a frame of reference within which school effects on achievement can be examined.

The tests used in this survey are described in detail, with examples of the types of items used, in the appendix. The areas covered by the tests at each level are indicated in the following tabulation:

Test	Grade				
	12	9	6	3	1
Verbal ability	x	x	x	x	x
Nonverbal ability	x	x	x	x	x
Reading comprehension	x	x	x	x	
Mathematics achievement	x	x	x	x	
General information in 5 areas (Practical arts, girls; practical arts, boys; natural sciences; social studies; humanities.)	x	x			

3.11 Achievement test scores

In examining the test results, first the 12th-grade results will be discussed, and then the variations from grades 1 to 12 will be examined. These variations can, with appropriate caution, give some indication of relative growth rates among each of the ethnic and regional groups examined.

All scores have been standardized to give an overall average, for the population as a whole at each grade level, of 50, with a standard deviation of 10. Test results are shown in figures 3.11.1 to 3.11.31. Each bar indicates the distribution of test scores having its endpoints at the first and last deciles (10 and 90 percent points) and showing also the location of the median and the first and third quartiles (25 and 75 percent points).

The test results for the 12th grade show sharp difference among different racial and ethnic groups, and regional differences for whites and Negroes. The whites' average scores in all regions are above those of nearly all other groups. Only Orientals' average approaches those of whites, and only in two tests, mathematics achievement and nonverbal ability, is their average above that of whites in any region. In mathematics achievement, it is above the whites' averages in the South, both within and outside standard metropolitan areas, and in nonverbal ability it is also above the nonmetropolitan Southwest. Furthermore, the distribution of Oriental scores goes above that of the whites in most regions for these two tests. At the 90th percentile, the Orientals' nonverbal ability score is higher than that of whites in any region, and the math achievement score is surpassed only by whites in three of the eight regions. With this exception, the whites' averages fall above those of all other groups examined. This should not obscure, however, the overlap in distributions of scores that exists among all the groups examined: for any two groups, there were many students in one who scored higher than some students in the other.

The order of the racial and ethnic groups is nearly the same on all tests. Following the whites in order are Orientals, Indians, Mexican-Americans, Puerto Ricans, and Negroes. The Puerto Ricans' average on all tests, while above that for all Negroes, falls slightly below the Negroes in areas where Puerto Ricans are found; that is, the metropolitan areas of the Northeast and Midwest.

The differences between whites and the other racial and ethnic groups (excluding Orientals) is great indeed. The degree of educational disadvantage, at the end of 12 years of high school for those who remained in school that long, remains quite large. The Negroes' averages tend to be about one standard deviation below those of the whites, which means that about 85 percent of the Negro scores are below the white average. In other words, the achievement of about 50 percent of the whites, and 85 percent of the Negroes, falls below this point. The disadvantage of the various groups differs for different areas of achievement. For those from different linguistic cultures, Oriental Americans, Mexican Americans, Indians, and Puerto Ricans, the disadvantage shows most clearly for reading comprehension and verbal ability. For Negroes, the disadvantage appears to be about the same for all areas tested.

The regional variation is rather consistent for both Negroes and whites. Consistently lowest for both groups is the nonmetropolitan South. Consistently highest is the metropolitan North. In general, both whites and Negroes show higher achievement in the North and West than in the South and Southwest, and higher achievement in metropolitan areas than outside metropolitan areas.

The regional variation is much greater for Negroes than for whites. The achievement disadvantage suffered by whites as a result of living in the rural South compared to the urban North is 3 or 4 points in the standard scores, or about 15 percentile points in the distribution of white scores. The achievement disadvantage suffered by 12th-grade Negroes as a result of living in the rural South compared to the urban North is 7 or 8 points in the standard scores, or about 30 percentile points in the distribution of Negro scores. Or to make a different comparison, the achievment disadvantage suffered by Negroes in comparison to whites is about 9 points in the standard scores in the metropolitan North, but about 12 points in the rural South.

3.12 Variation in test scores at different grade levels

The test scores at grade 12 show the achievement levels of students at the end of formal schooling—for those who remained in school to the 12th grade. Some examination of these scores over the whole period of school can give an indication of differential educational growth during the school years.

The reading comprehension and math achievement tests were in a single series, grades 3, 6, 9, and 12. The general information test was used only in grades 9 and 12. Because of the wide span of grades covered, two series of verbal and nonverbal ability tests were used. The first series covered grades 1 and 3, while the second series covered grades 6, 9, and 12. As a consequence, comparison between grades 1 and 3, and 6, 9, and 12 in these two tests must include a recognition of this difference in series. Other differences also make difficult direct comparison from grade to grade. In particular, the third grade tests in the first series exhibited a ceiling effect (i.e., its range was not high enough for some students) which had the effect of artificially increasing the means for groups that were generally low, and decreasing the means for groups that were generally high, as compared to the first grade. This was true both for the verbal and nonverbal ability tests, and produces, in some of the graphs shown below, an artificial hump or depression at the third grade.

Figures 3.12.1 to 3.12.20* show the variations between grades for each of the groups under study. Only the most consistent and largest variations can be interpreted as trends over the period of school. Using the criterion of consistency of change over the years and among tests, most groups do not change their relative positions over the period of school. For the country as a whole, the first series of nonverbal ability tests, at grades 1 and 3, shows higher averages for the Mexican Americans, Puerto Ricans, Indians, and Oriental Americans than does the later series. Also, there does appear to be a rather consistent decline in the average verbal ability scores of Negroes over the period of grades 1–12, and some decline between grades 9 and 12 on the other tests as well.

However, an examination of the different regional groups of Negroes and whites shows that this decline in relative achievement of Negroes is localized to certain areas of the country. It is strongest in the South and Southwest outside metropolitan areas. A decline shows, however, in the metropolitan South and Southwest, and in the nonmetropolitan North and West. There is roughly the following order:

Large decline (about 5 points on the tests, or about a 20-point drop in percentiles of Negro scores):
  South outside metropolitan areas.
  Southwest outside metropolitan areas.
Intermediate decline (about 2½ points on the tests, or about a 10-point drop in percentiles of Negro scores):
  South metropolitan areas.
  Southwest metropolitan areas.
  North and West outside metropolitan areas.
Little or no decline:
  Northeast metropolitan areas.
  Midwest metropolitan areas.
  West metropolitan areas.

In general, Negro scores differ little by region in the first grade, but increasingly as school proceeds. It appears that in some areas of the country there are experiences over the period of school that serve to widen the gap in achievement between Negroes and whites—while there are in none of the regions experiences that decrease the difference over the period of school.

These results are important in several ways. First, they show that educational disadvantage among these minority groups is not specific to reading or to math; where it is found in one subject, it is found in others.

Slightly greater disadvantage is shown by the verbal and reading comprehension test results for the groups other than Negroes, all of whom have non-English linguistic origins. Other than this, however, there is general consistency across different tests. Second, it appears that the educational disadvantage with which a group begins remains the disadvantage with which it finishes school. Individual students in some systems may have an opportunity to overcome

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*Beginning on page 252.

FIGURE 3.11.1
VERBAL ABILITY TEST-GRADE 1

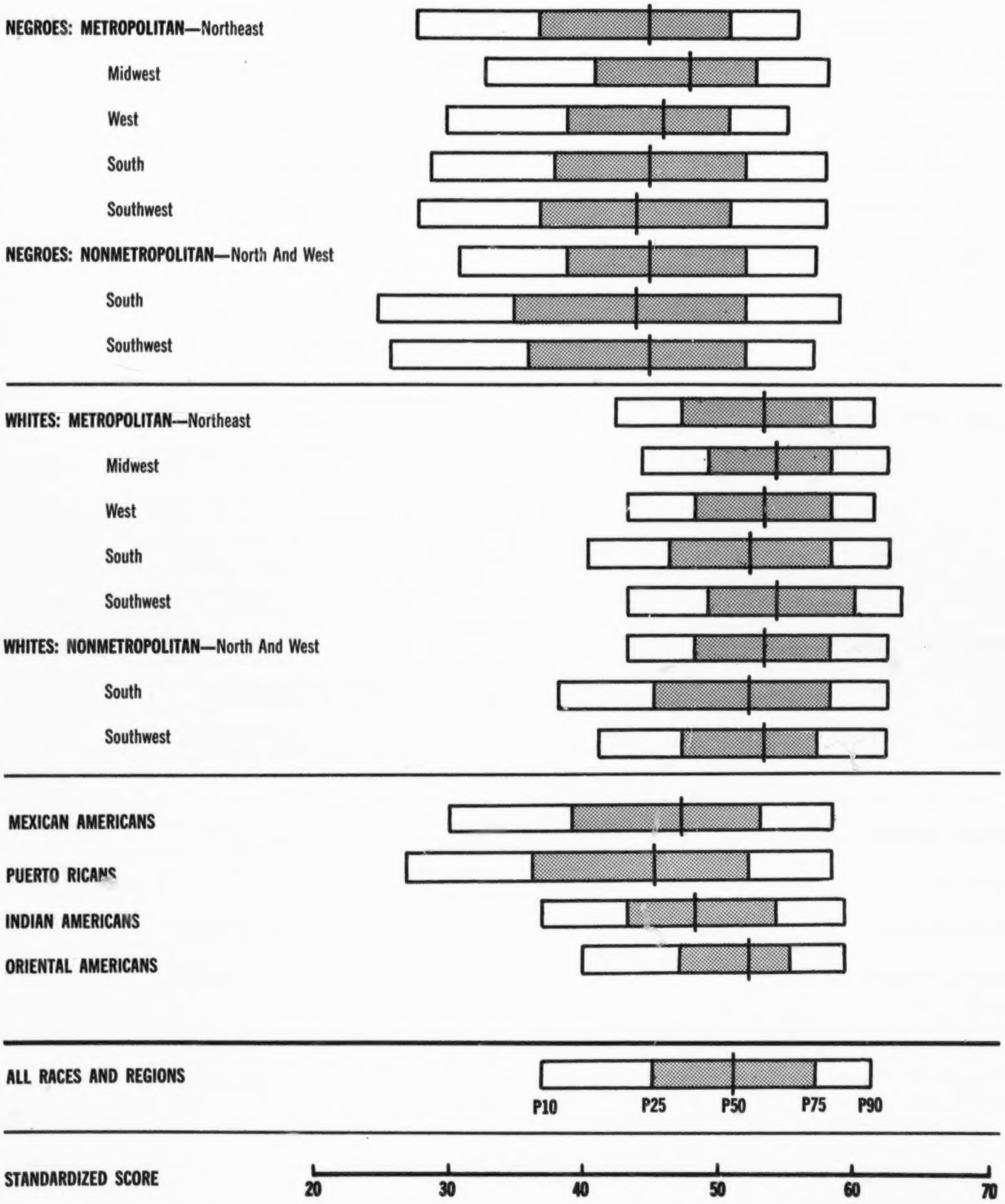


FIGURE 3.11.2
NONVERBAL ABILITY TEST-GRADE 1

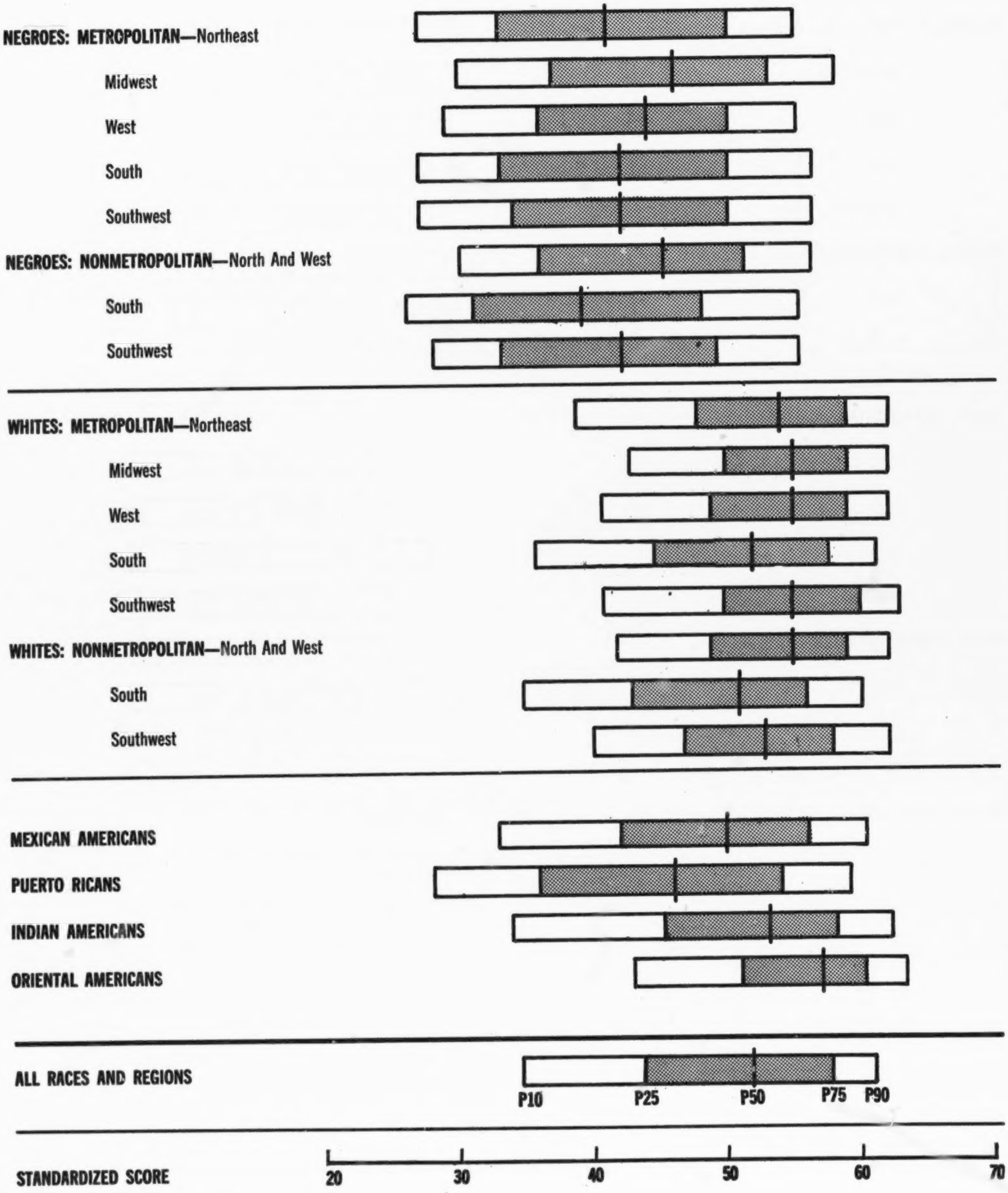


FIGURE 3.11.3

VERBAL ABILITY TEST-GRADE 3

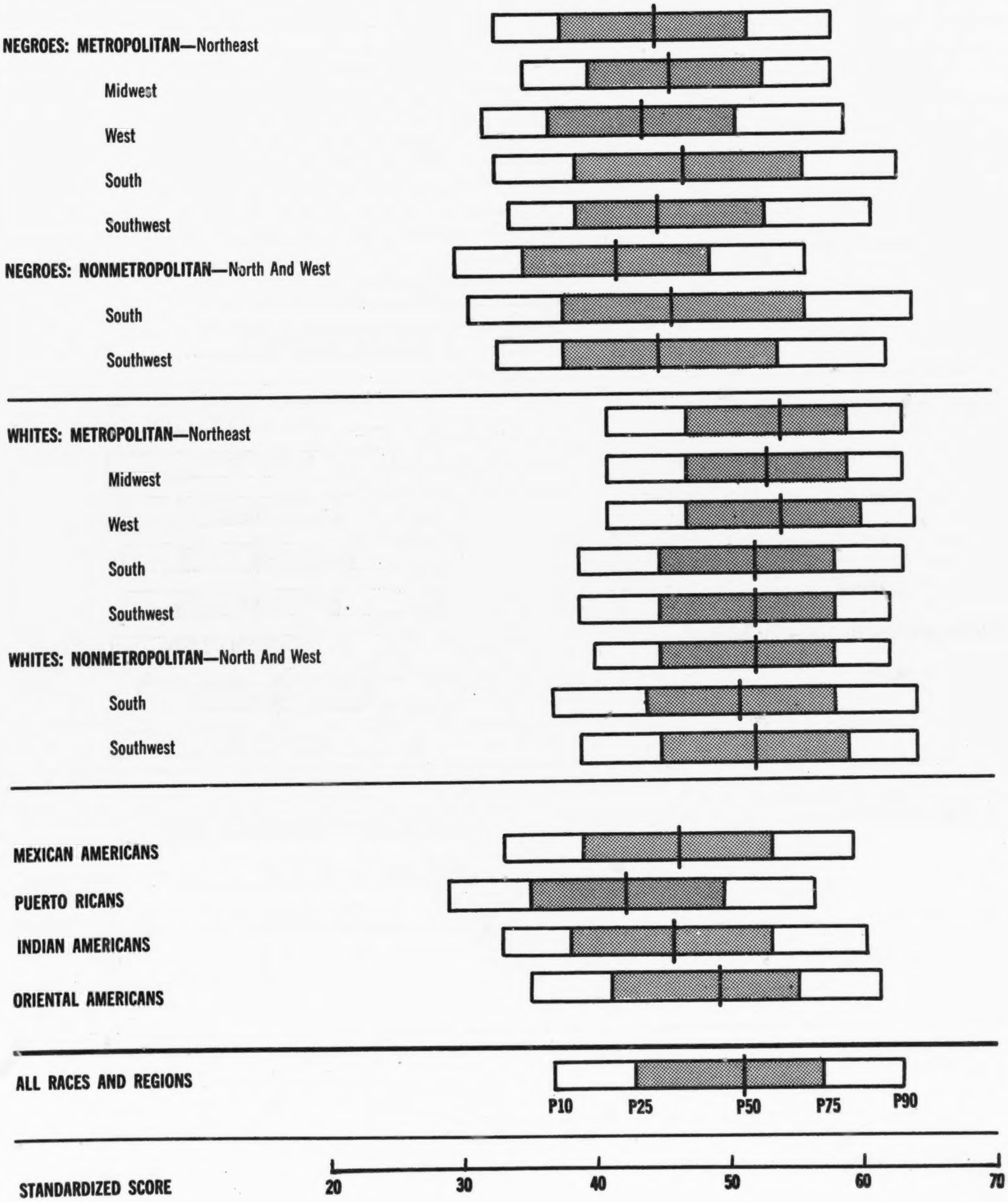


FIGURE 3.11.4

NONVERBAL ABILITY TEST-GRADE 3 (Part 2 Classification)

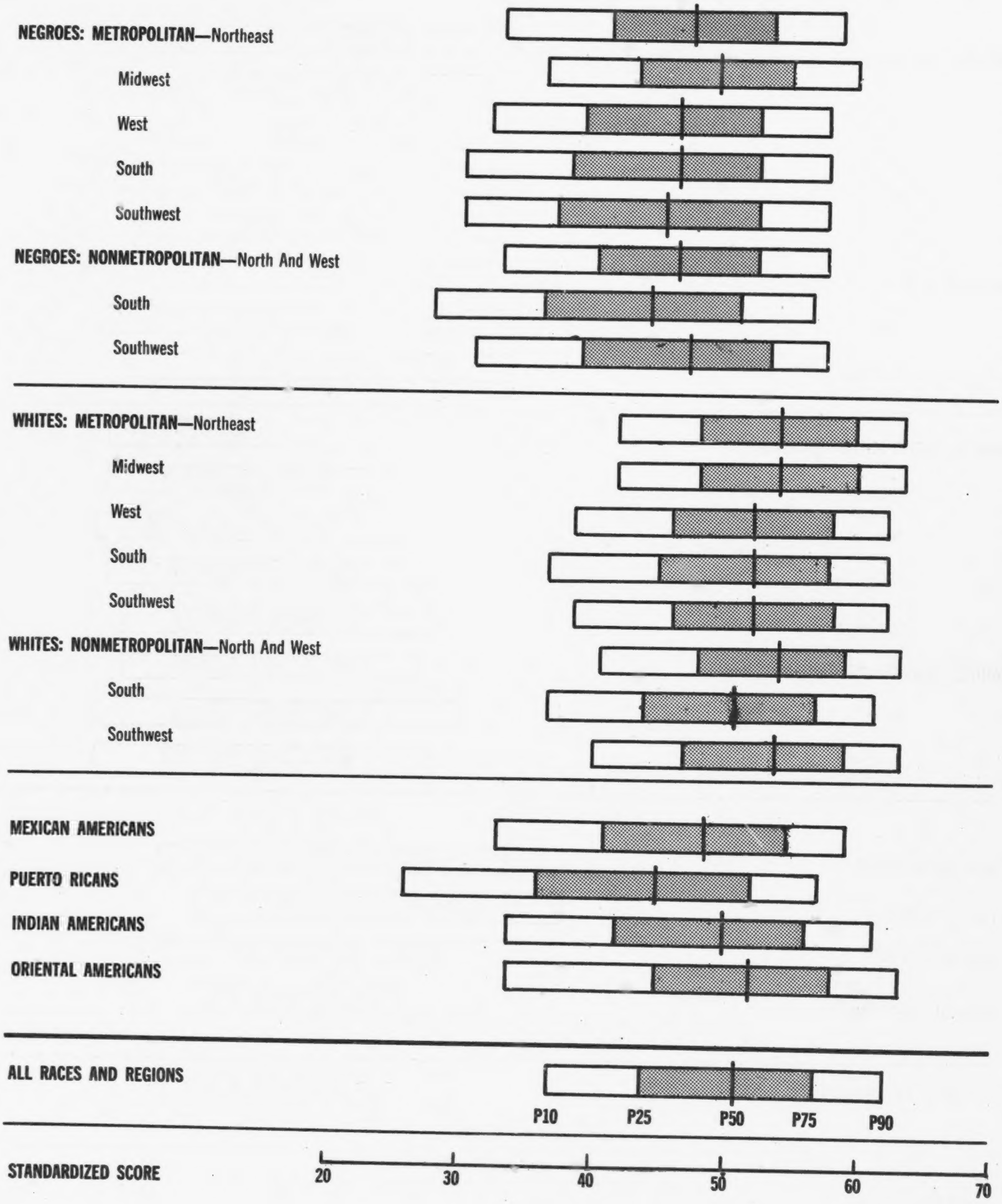


FIGURE 3.11.5

NONVERBAL ABILITY TEST-GRADE 3 (Part 3 Analogy)

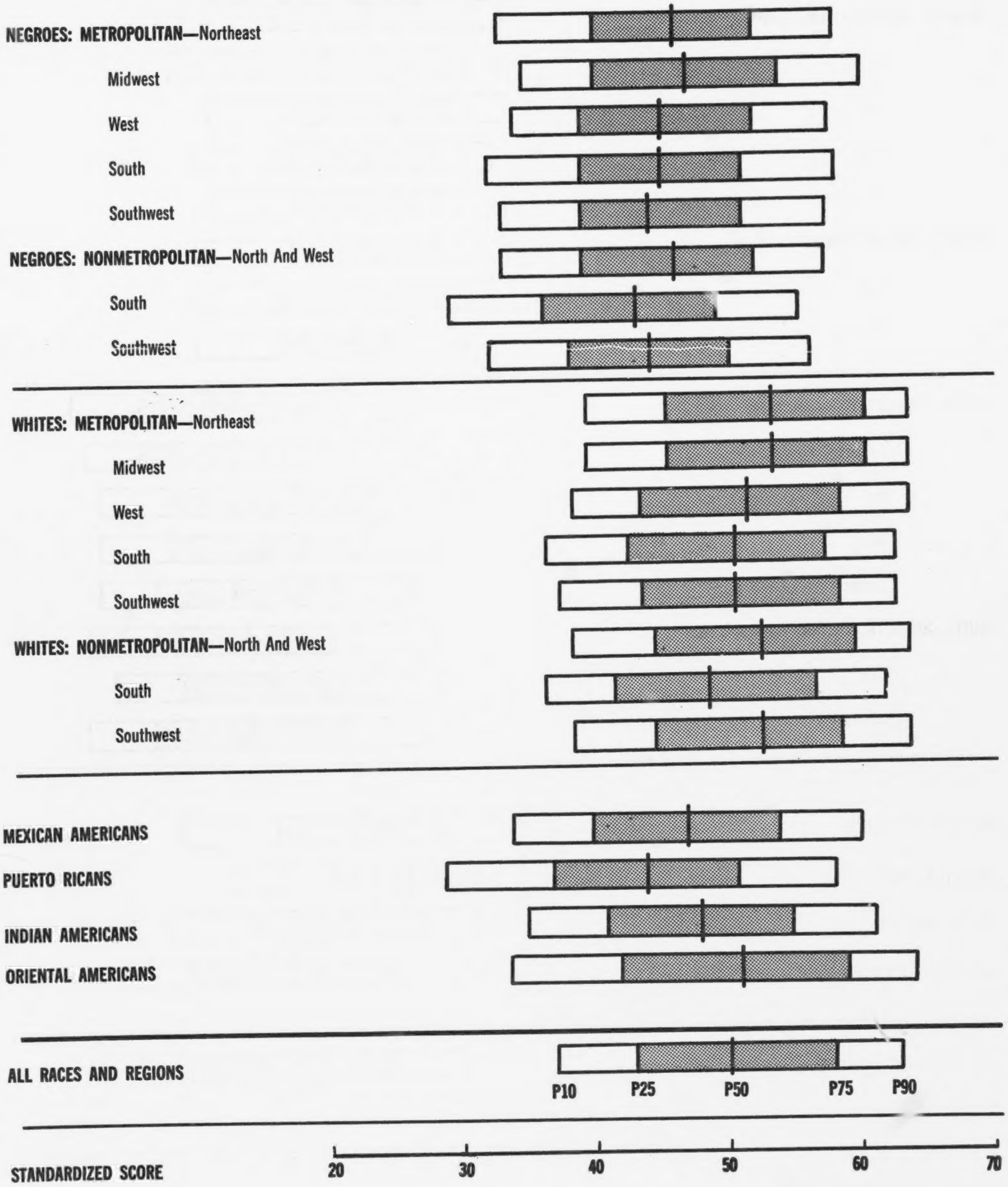


FIGURE 3.11.6
READING COMPREHENSION TEST-GRADE 3

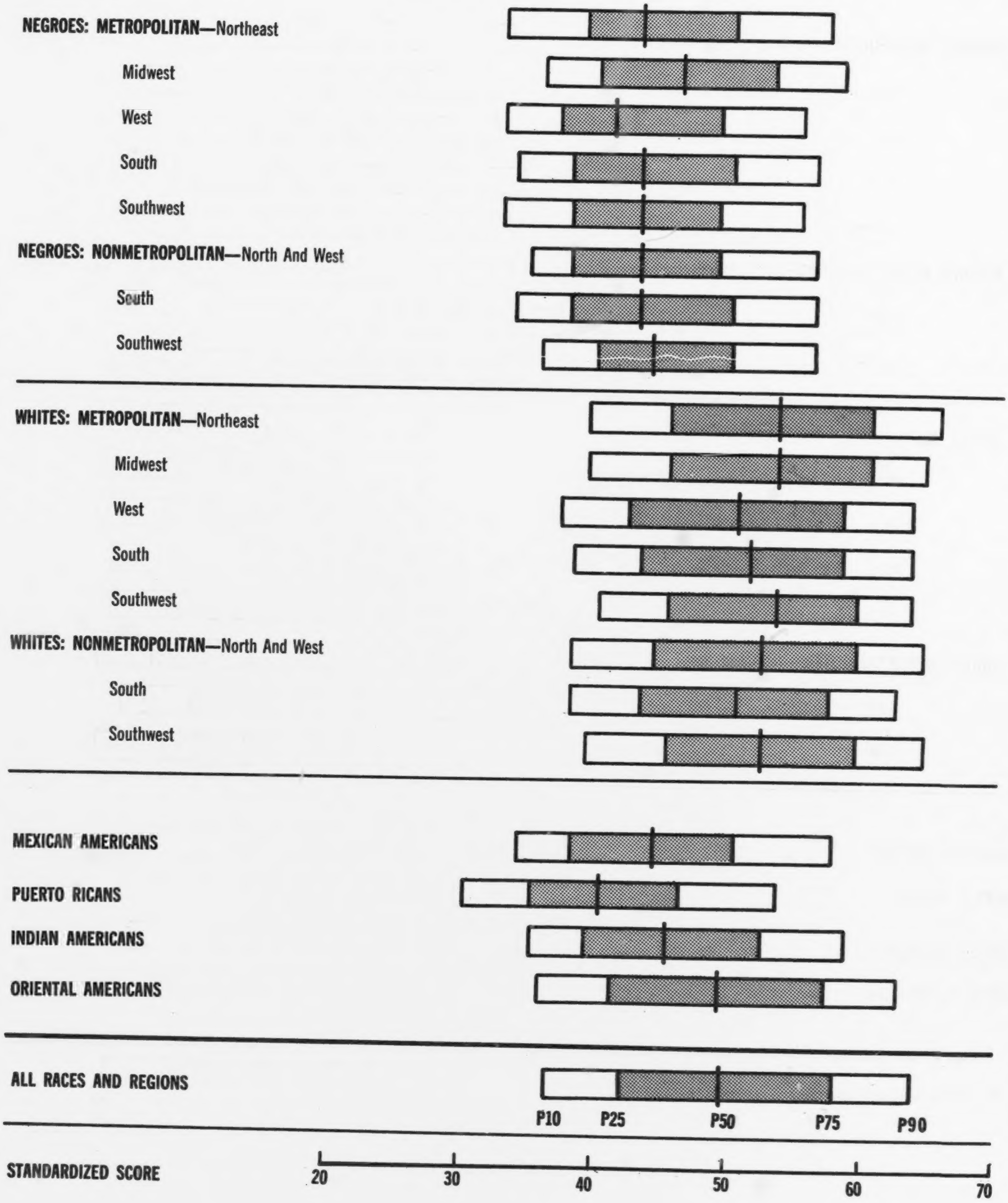


FIGURE 3.11.7
MATHEMATICS ACHIEVEMENT TEST-GRADE 3

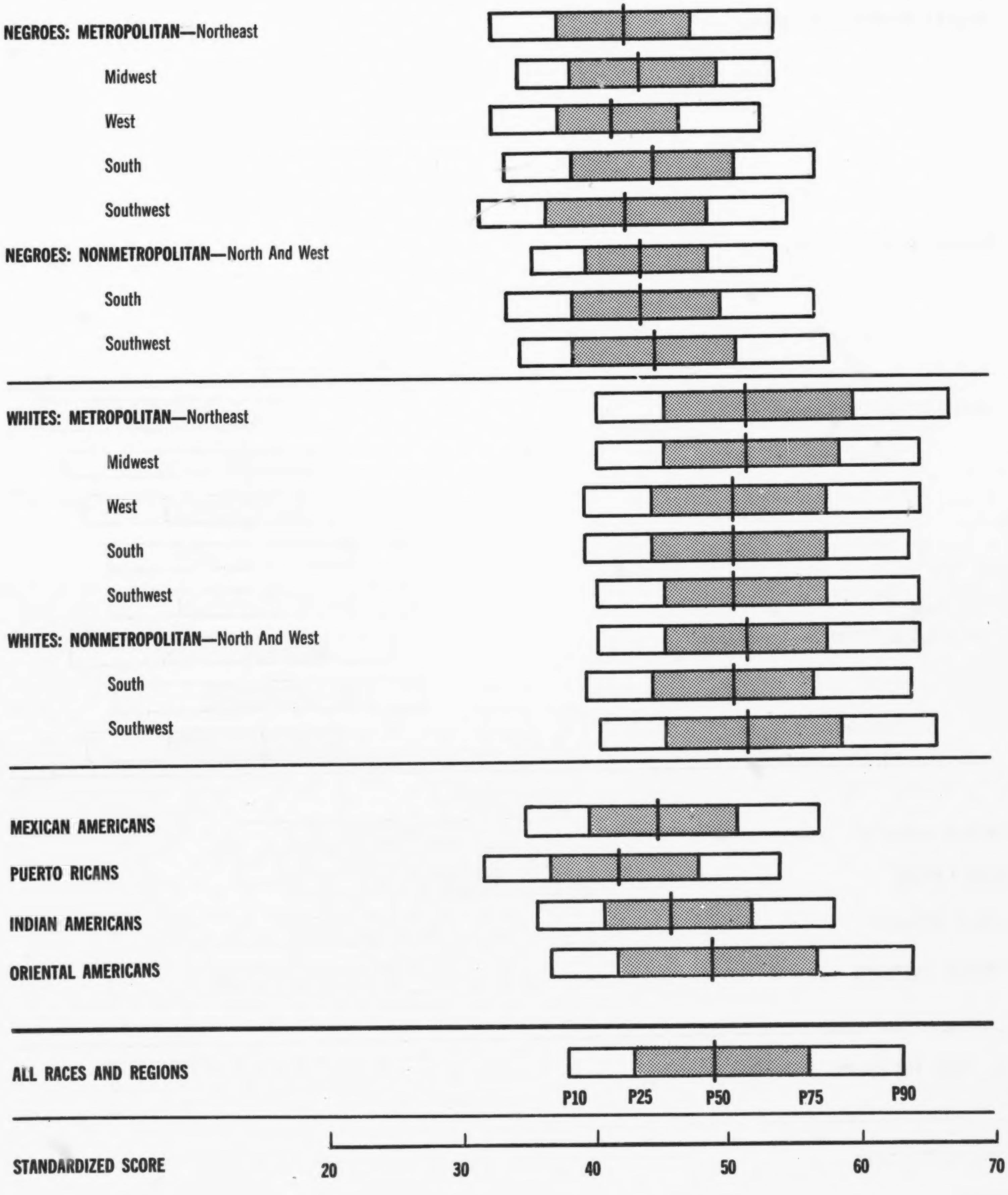


FIGURE 3.11.8

VERBAL ABILITY TEST-GRADE 6

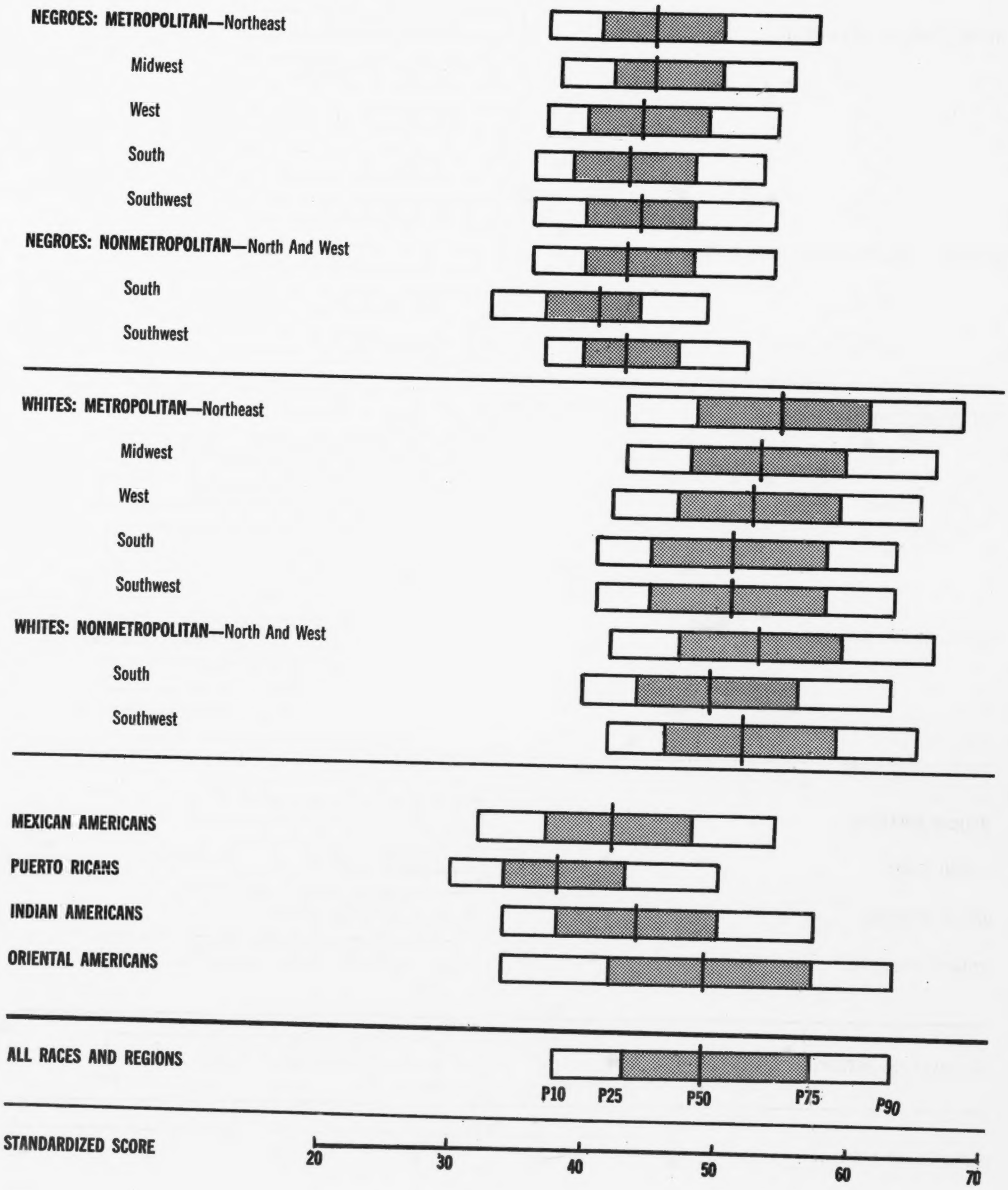


FIGURE 3.11.9

NONVERBAL ABILITY TEST-GRADE 6

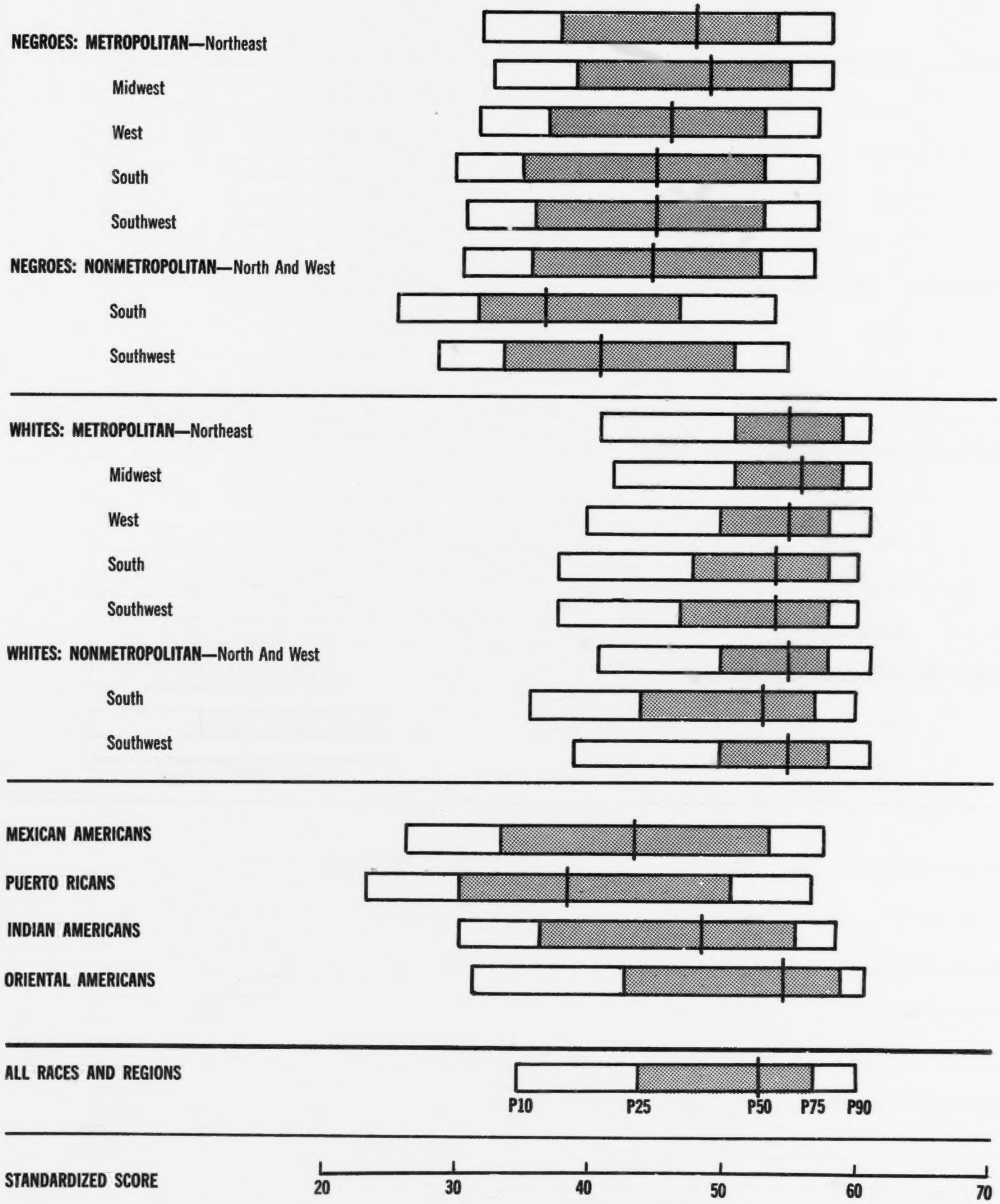


FIGURE 3.11.10
READING COMPREHENSION TEST-GRADE 6

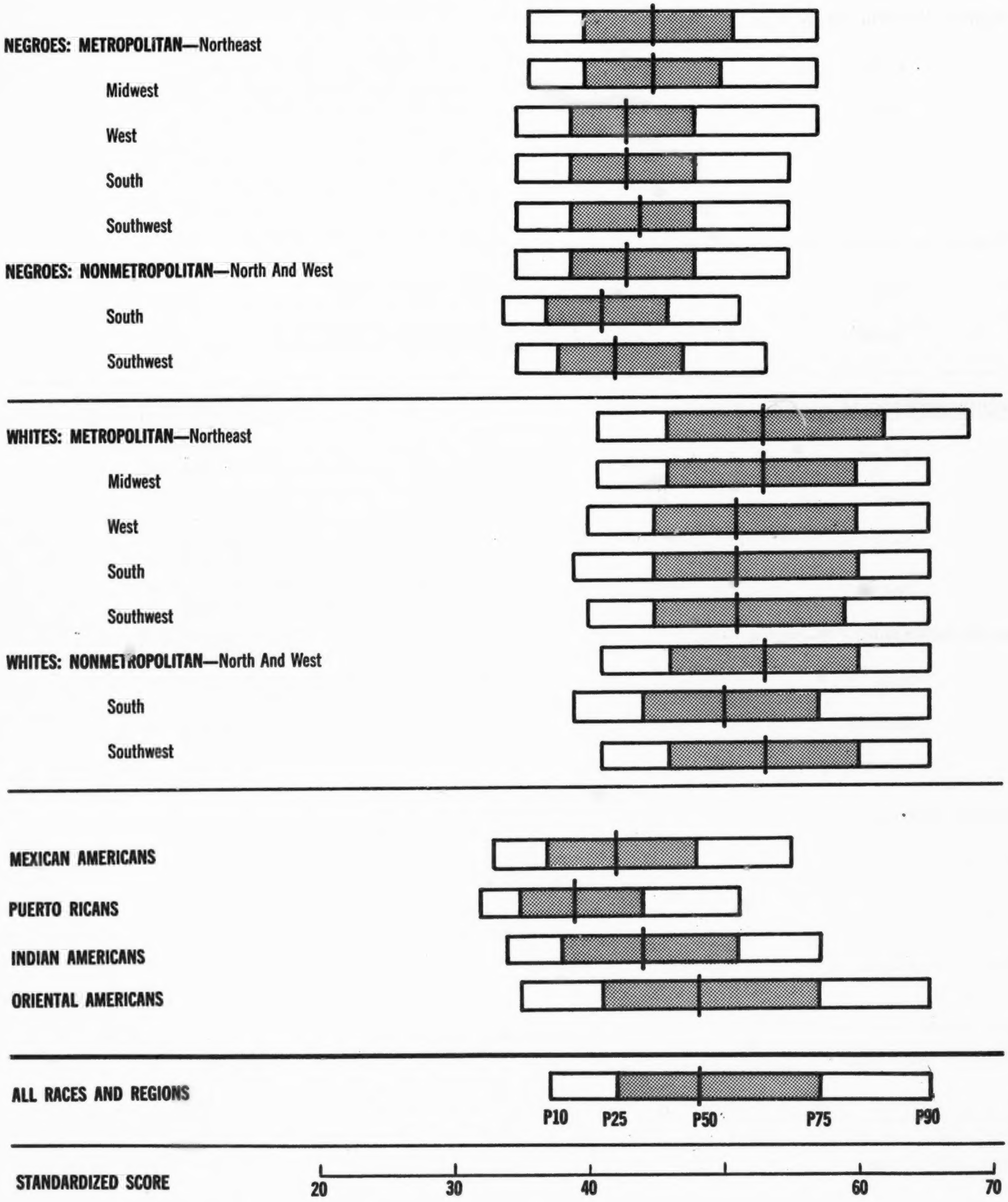


FIGURE 3.11.11

MATHEMATICS ACHIEVEMENT TEST-GRADE 6

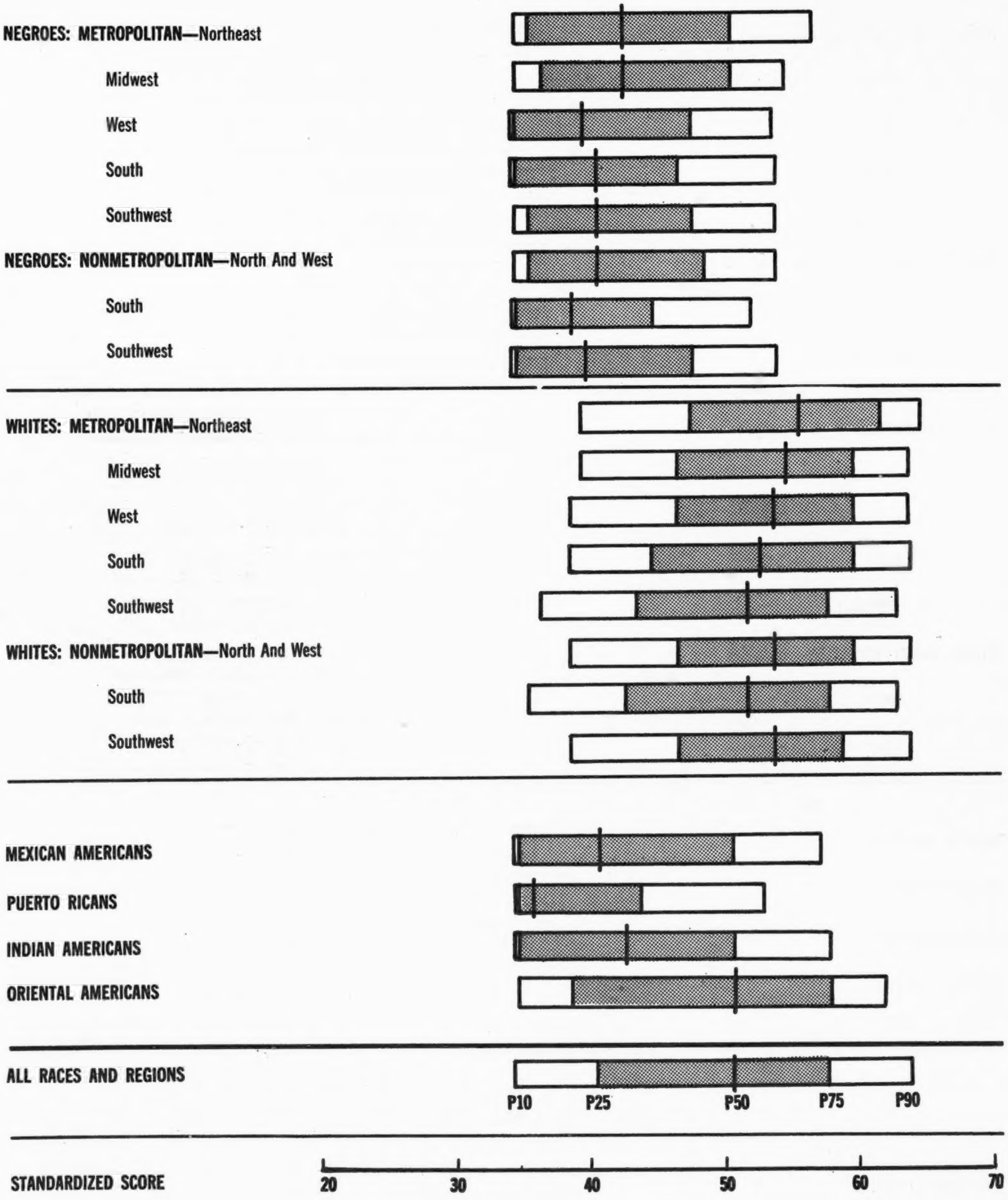


FIGURE 3.11.12

VERBAL ABILITY TEST-GRADE 9

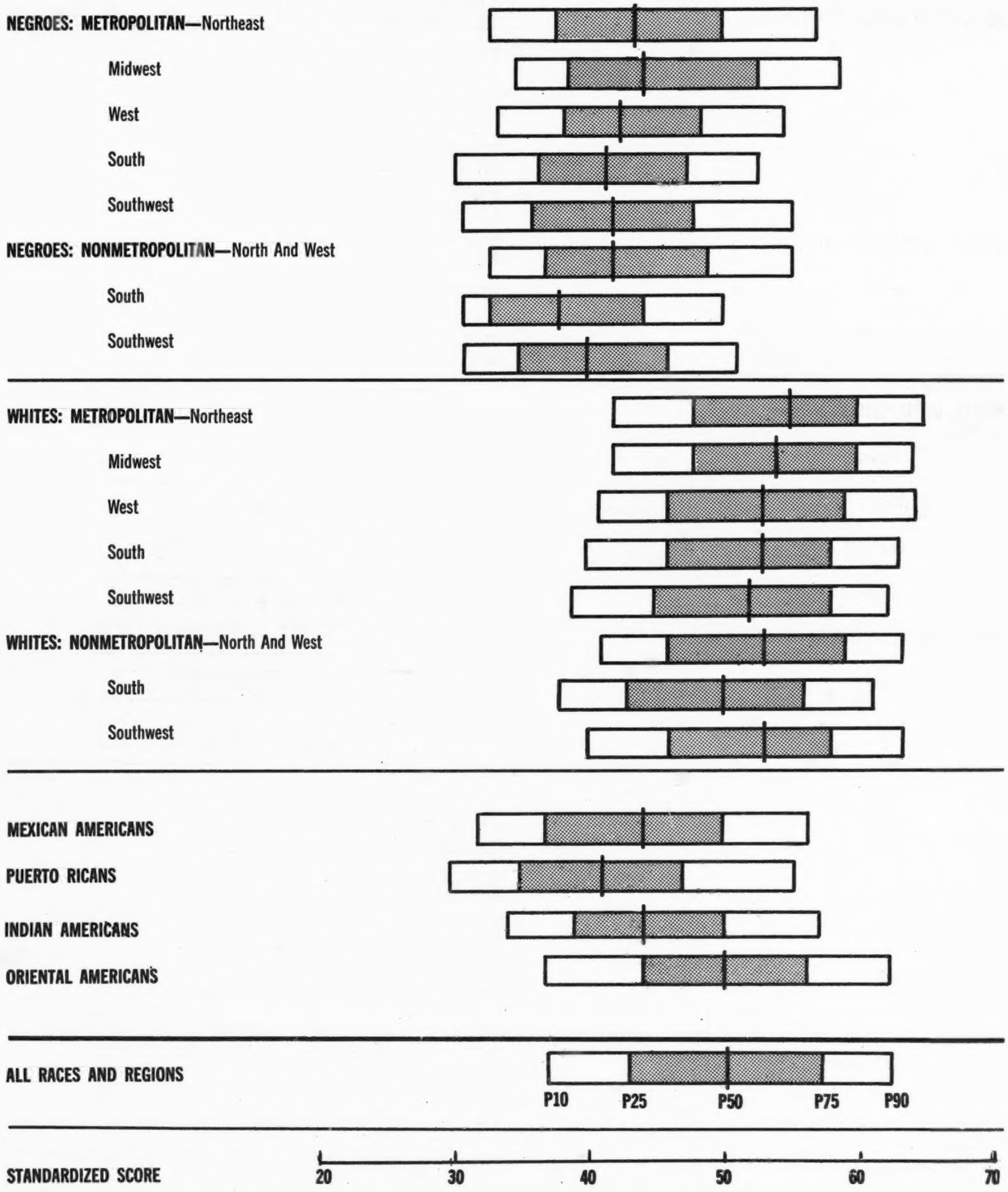


FIGURE 3.11.13
NONVERBAL ABILITY TEST-GRADE 9

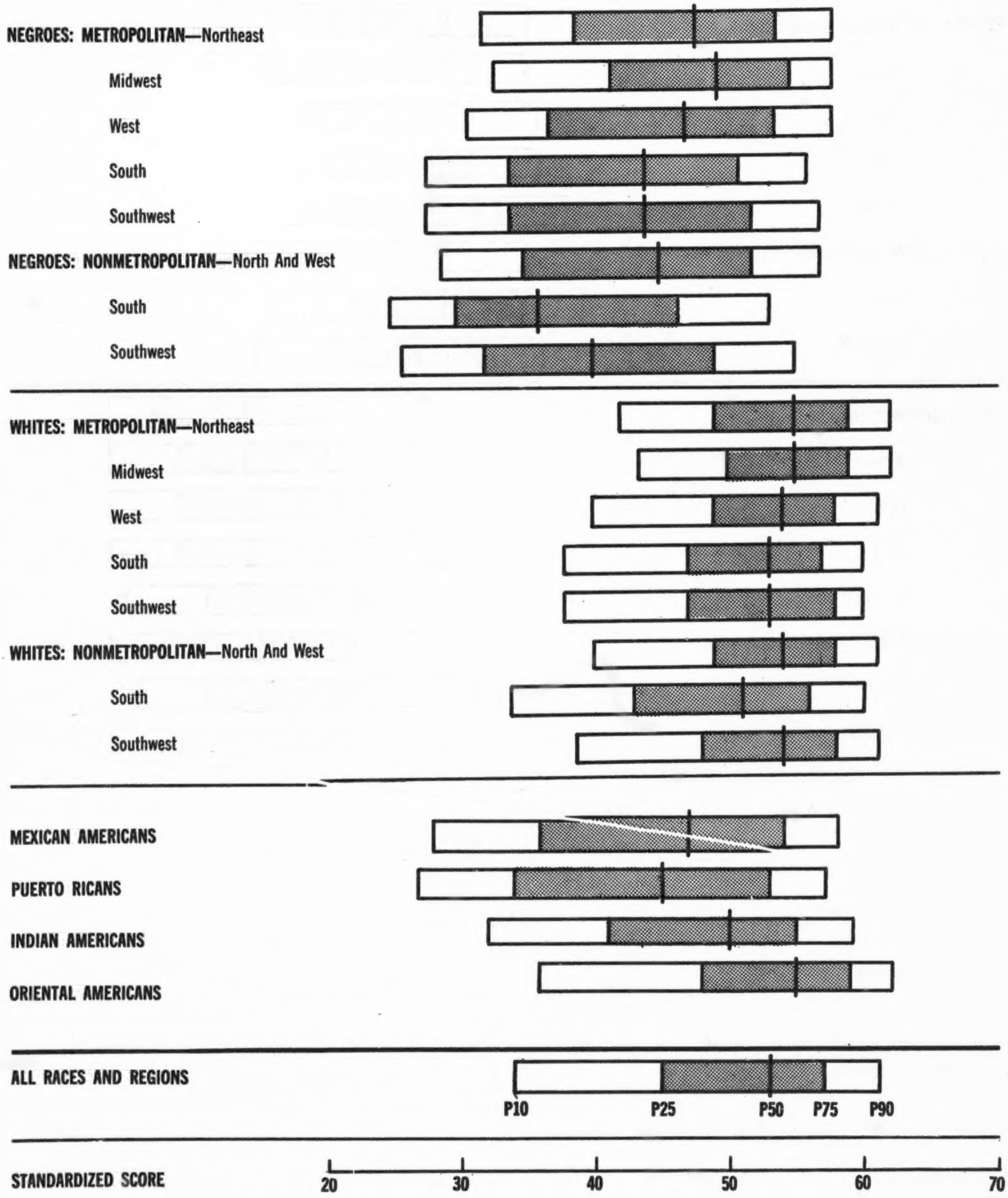


FIGURE 3.11.14

READING COMPREHENSION TEST-GRADE 9

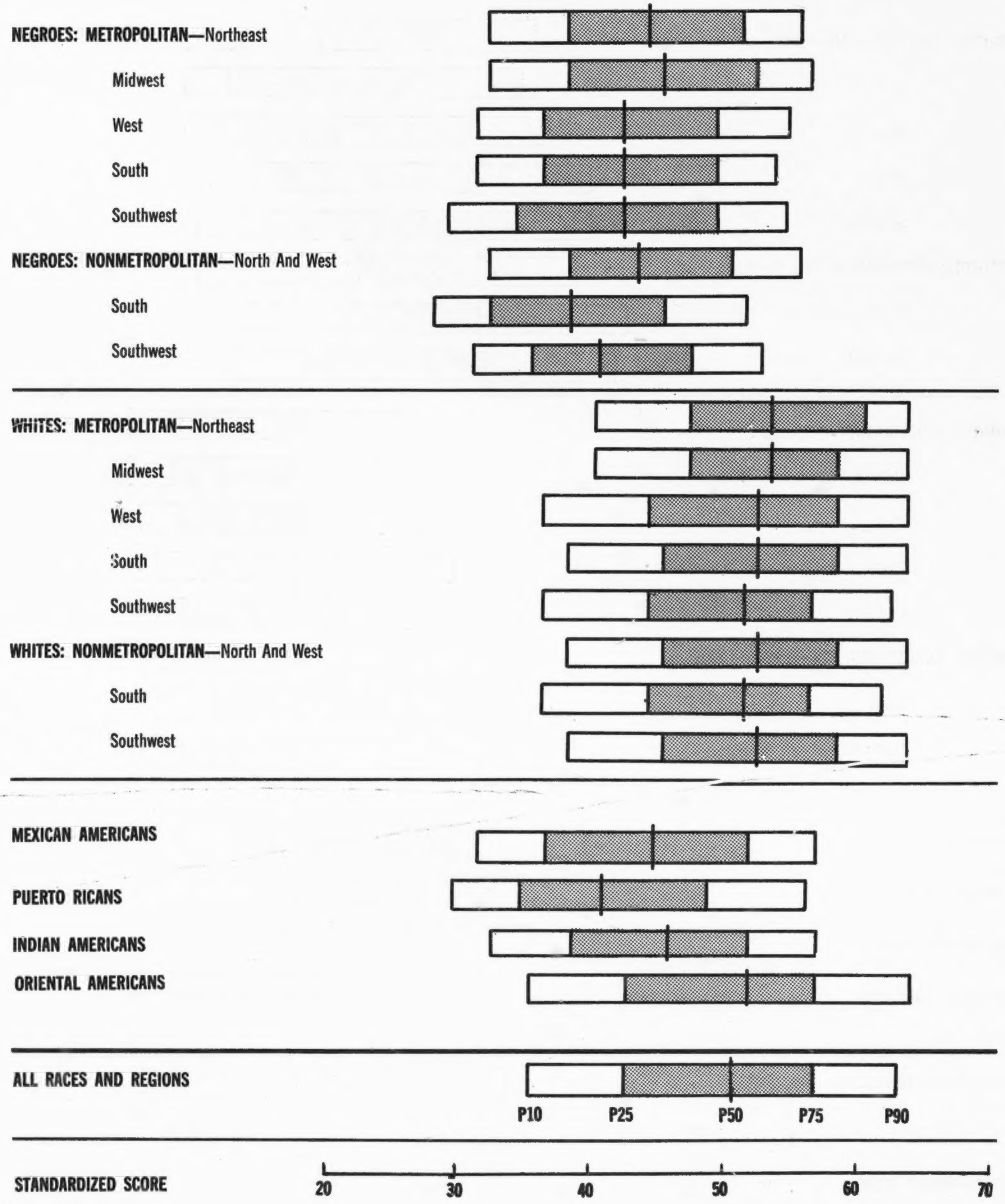


FIGURE 3.11.15

MATHEMATICS ACHIEVEMENT TEST-GRADE 9

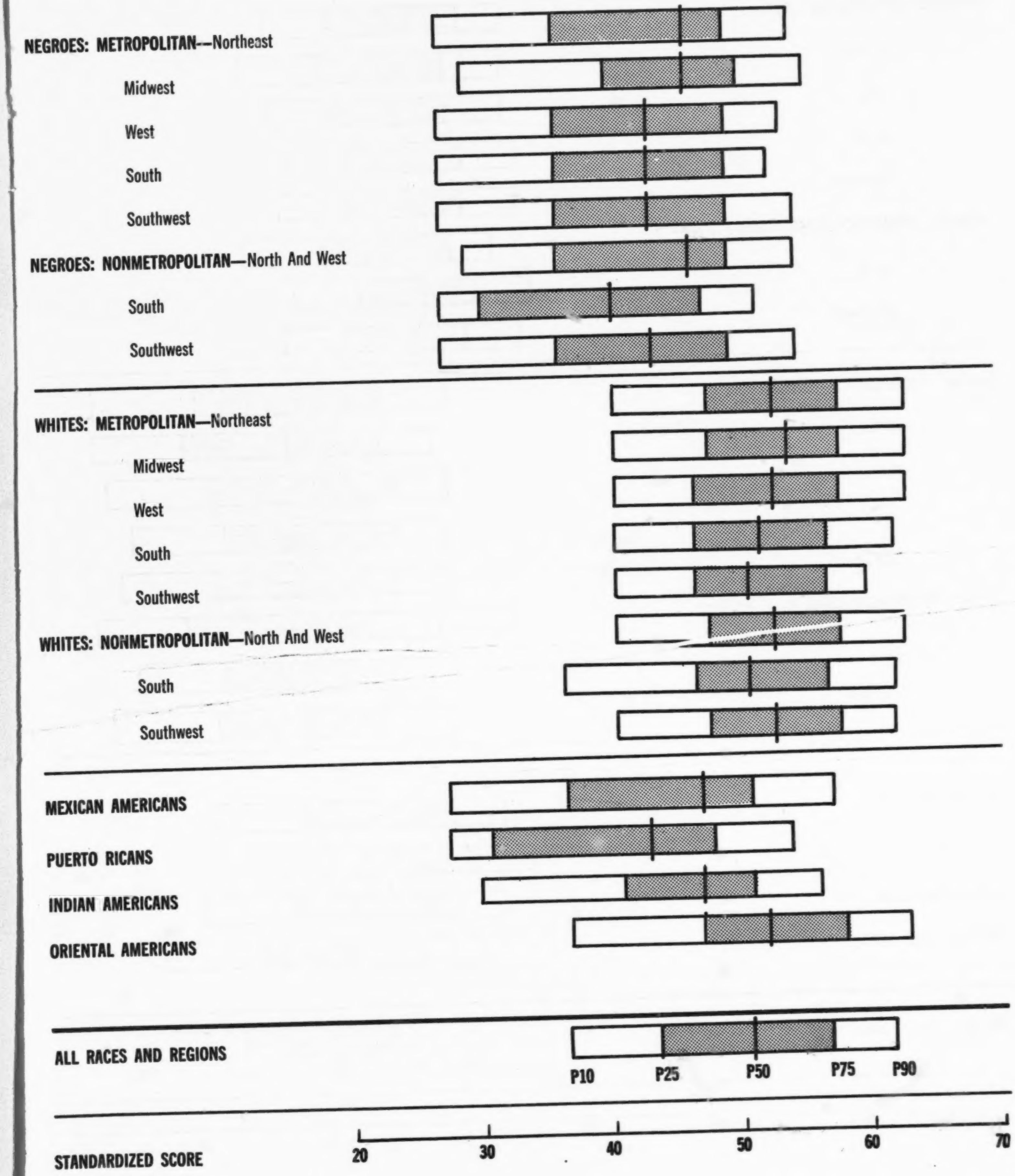


FIGURE 3.11.16

GENERAL INFORMATION TEST—PRACTICAL ARTS (GIRLS) GRADE 9

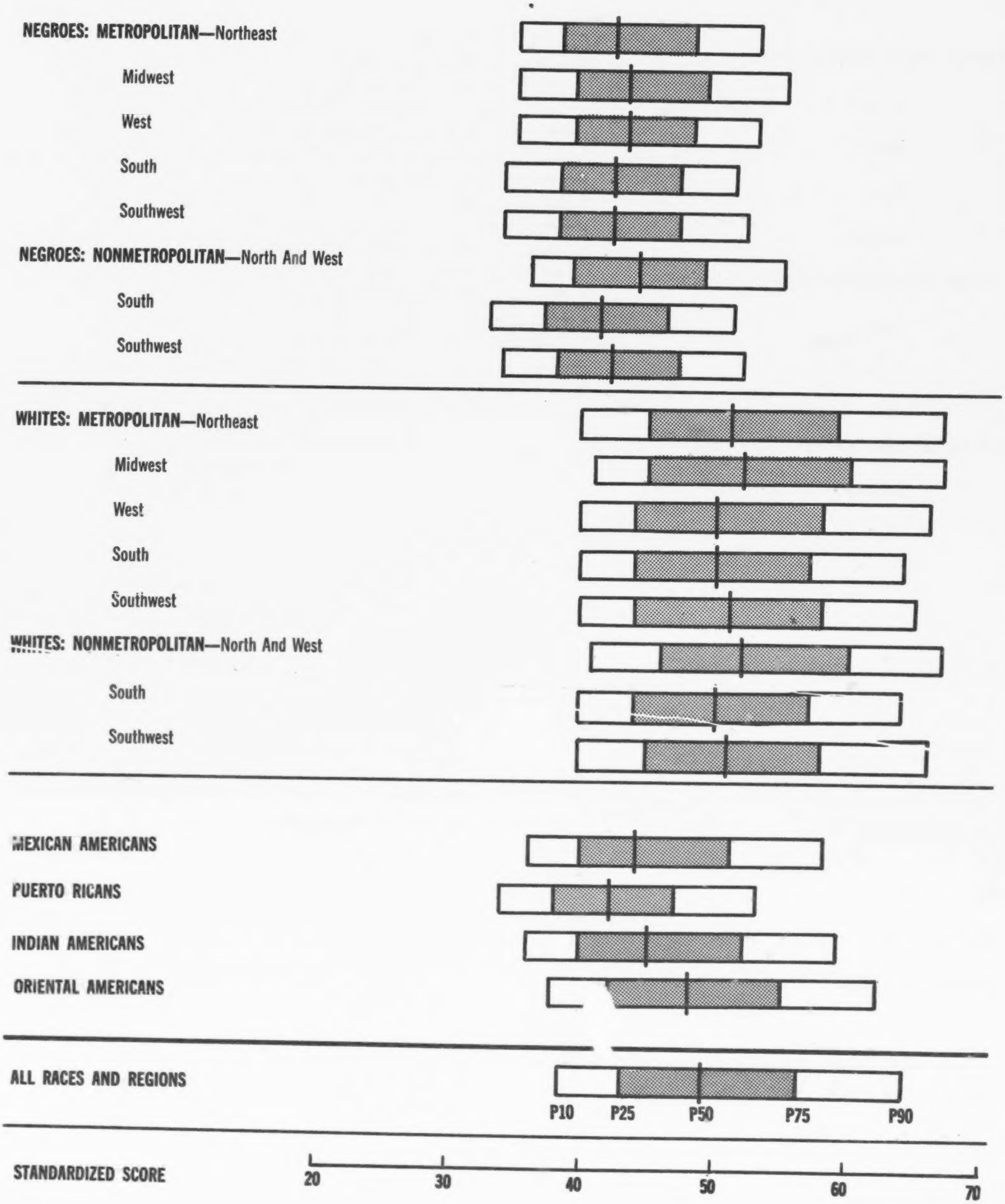


FIGURE 3.11.17
GENERAL INFORMATION TEST-GRADE 9 (PRACTICAL ARTS-BOYS)

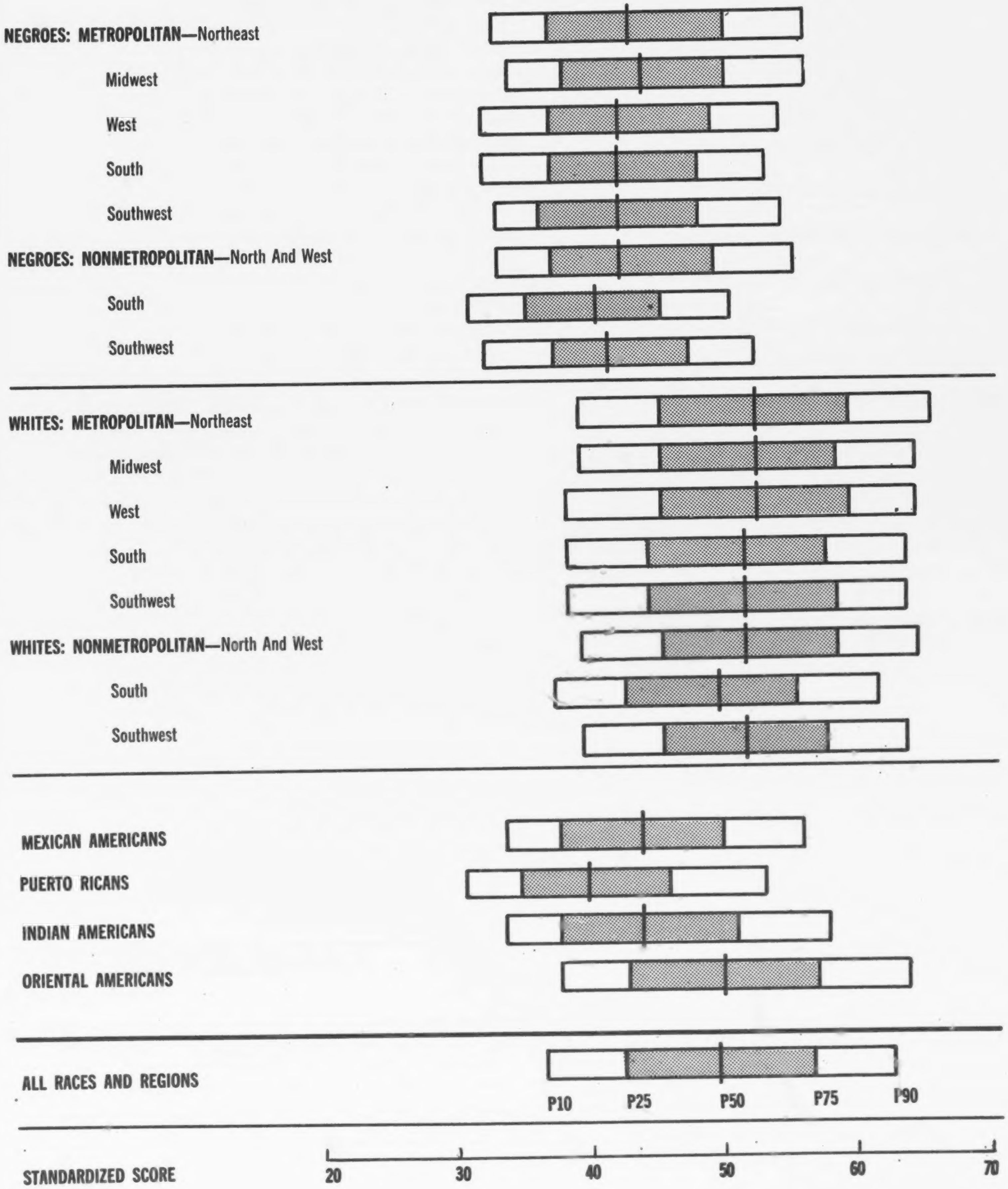


FIGURE 3.11.18

GENERAL INFORMATION TEST (NATURAL SCIENCES) GRADE 9

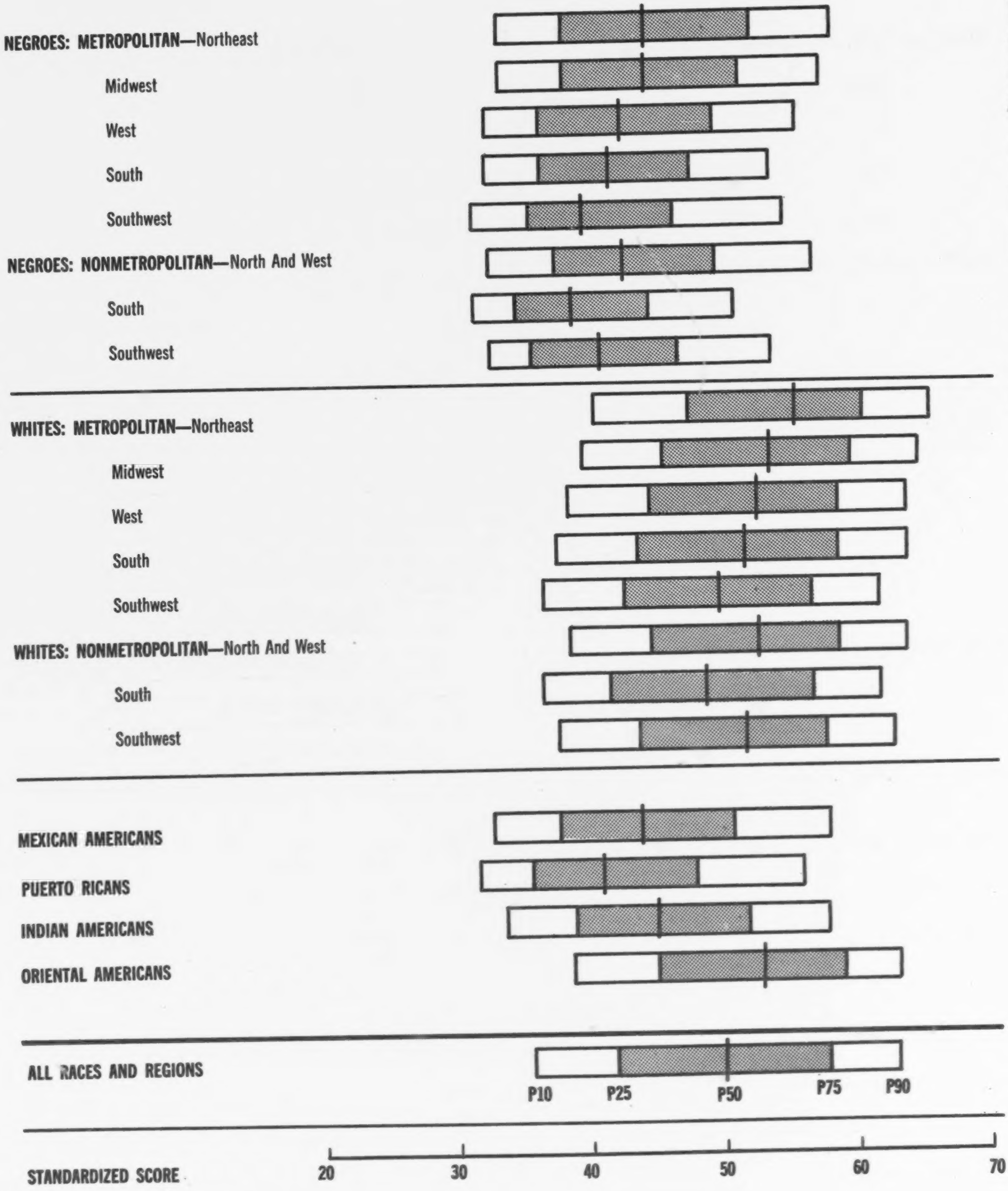


FIGURE 3.11.19

GENERAL INFORMATION TEST (SOCIAL SCIENCES) GRADE 9

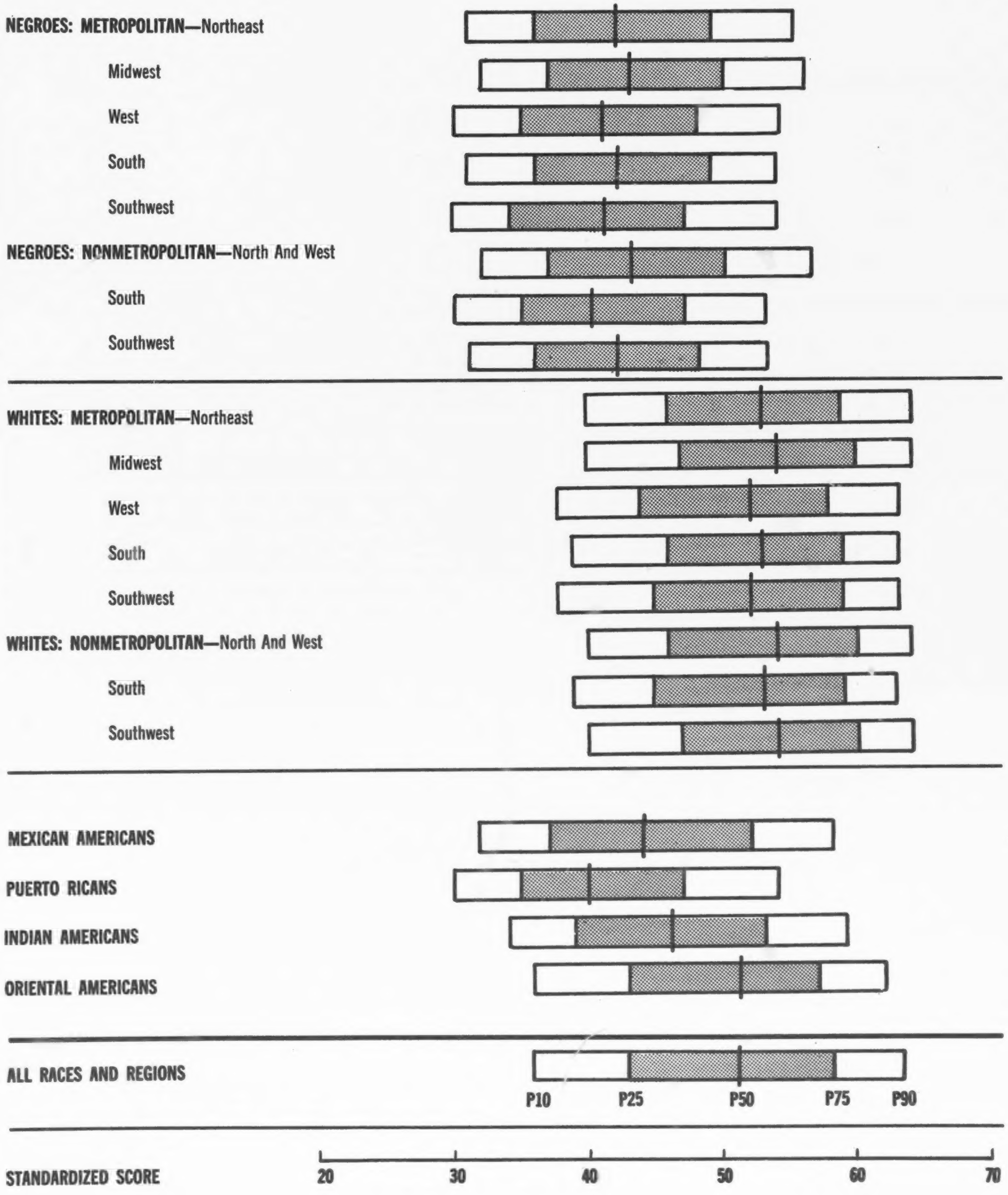


FIGURE 3.11.20

GENERAL INFORMATION TEST (HUMANITIES) GRADE 9

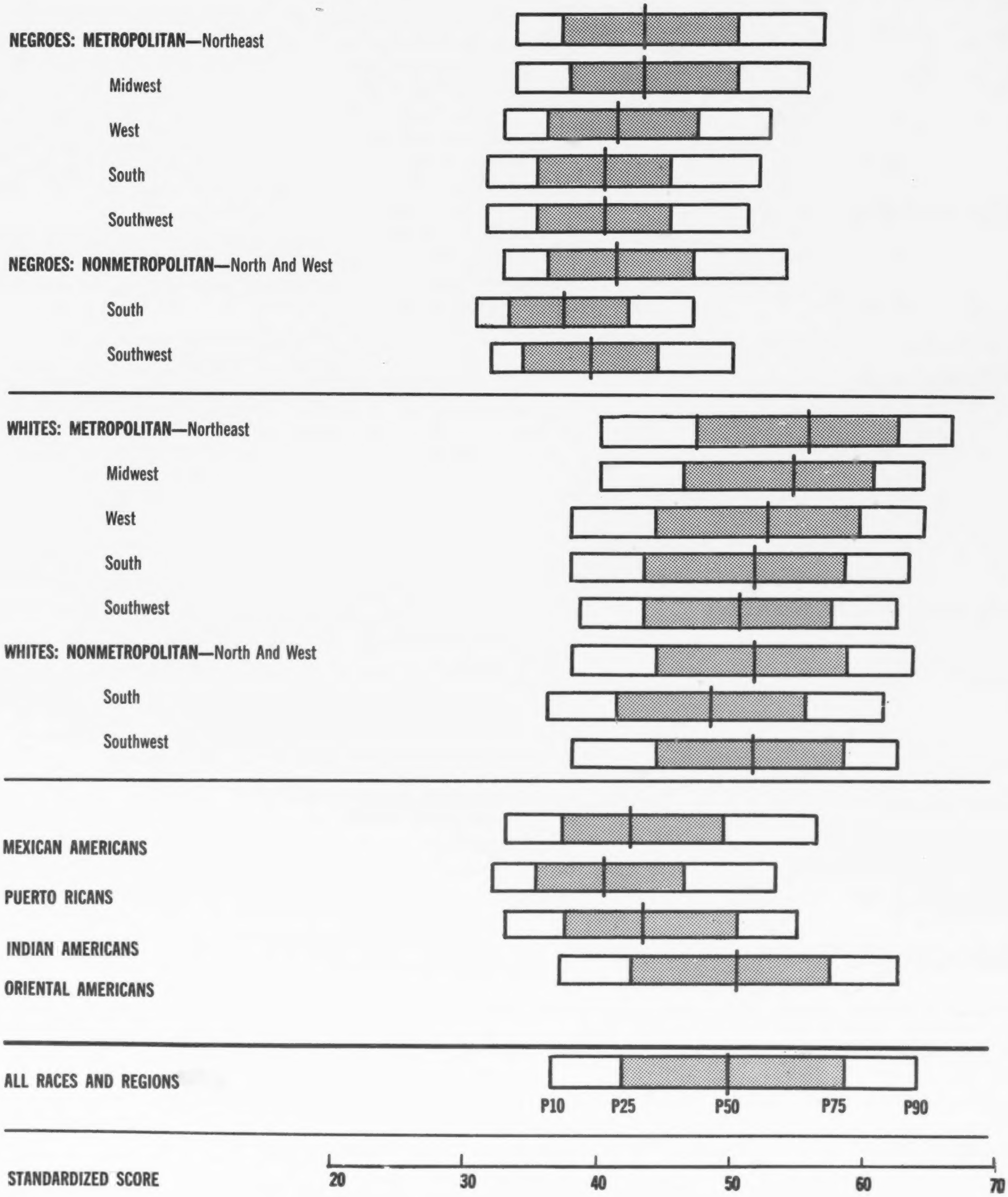


FIGURE 3.11.21

GENERAL INFORMATION TOTAL—GRADE 9

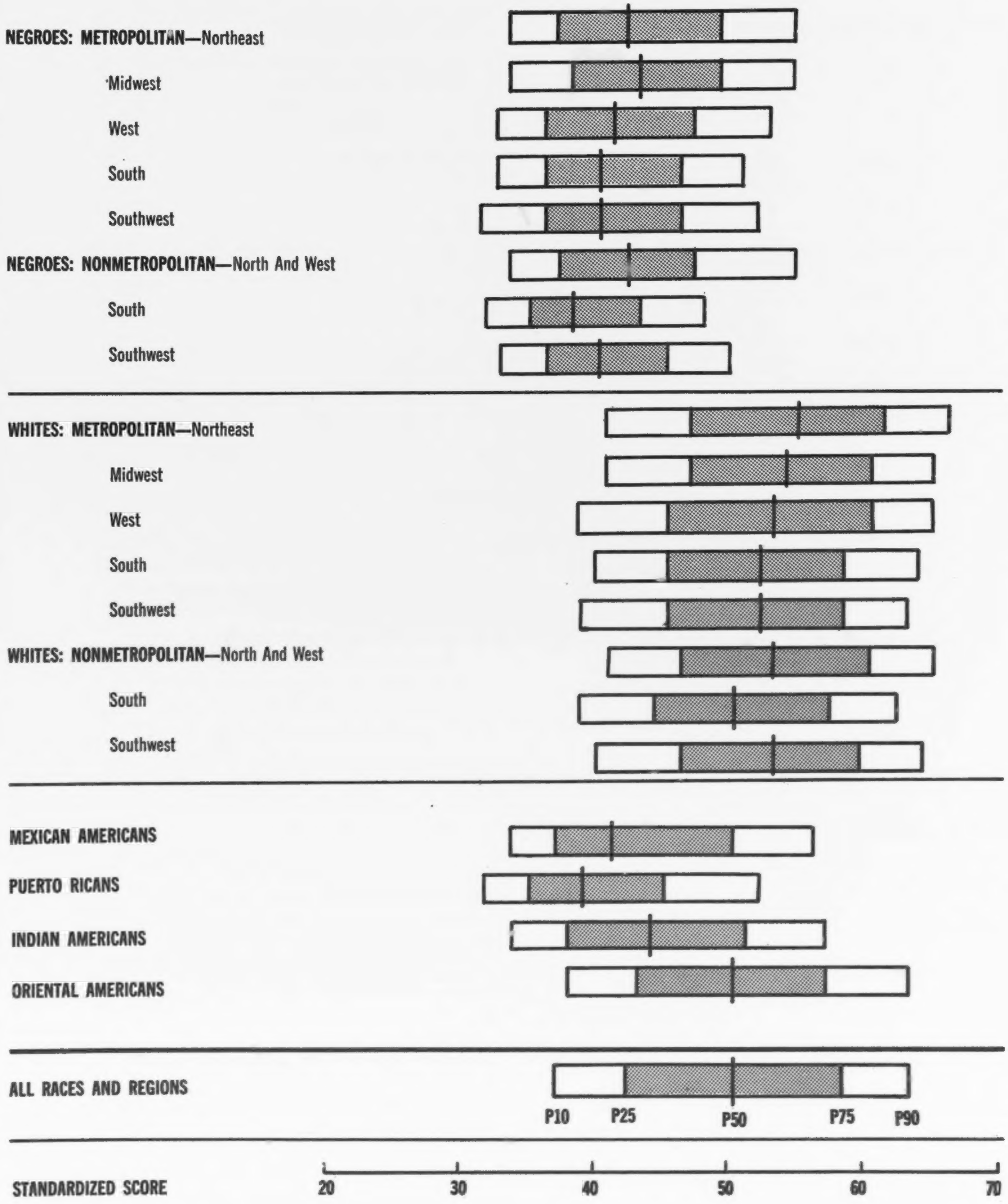


FIGURE 3.11.22

VERBAL ABILITY TEST—GRADE 12

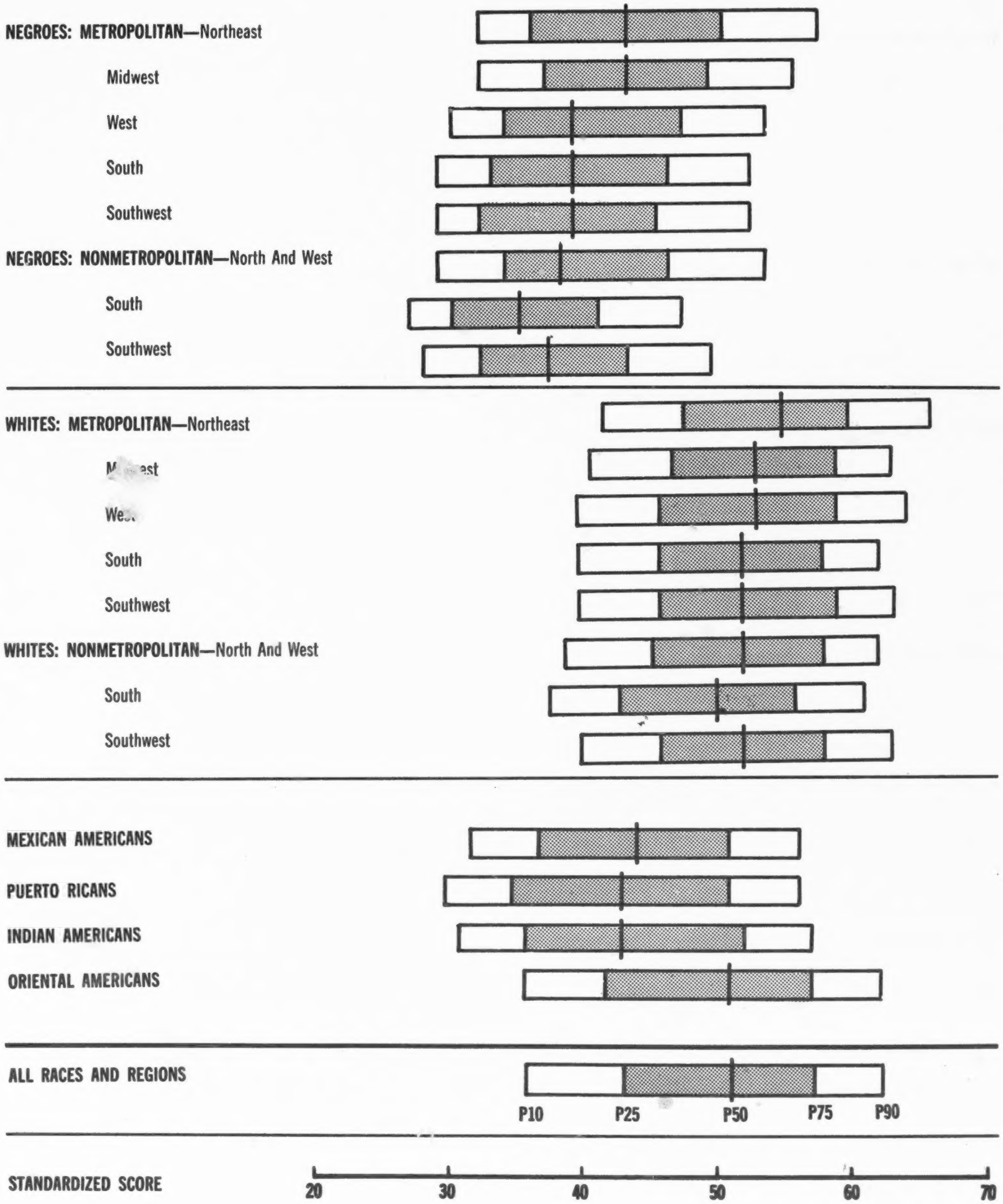


FIGURE 3.11.23

NONVERBAL ABILITY TEST—GRADE 12

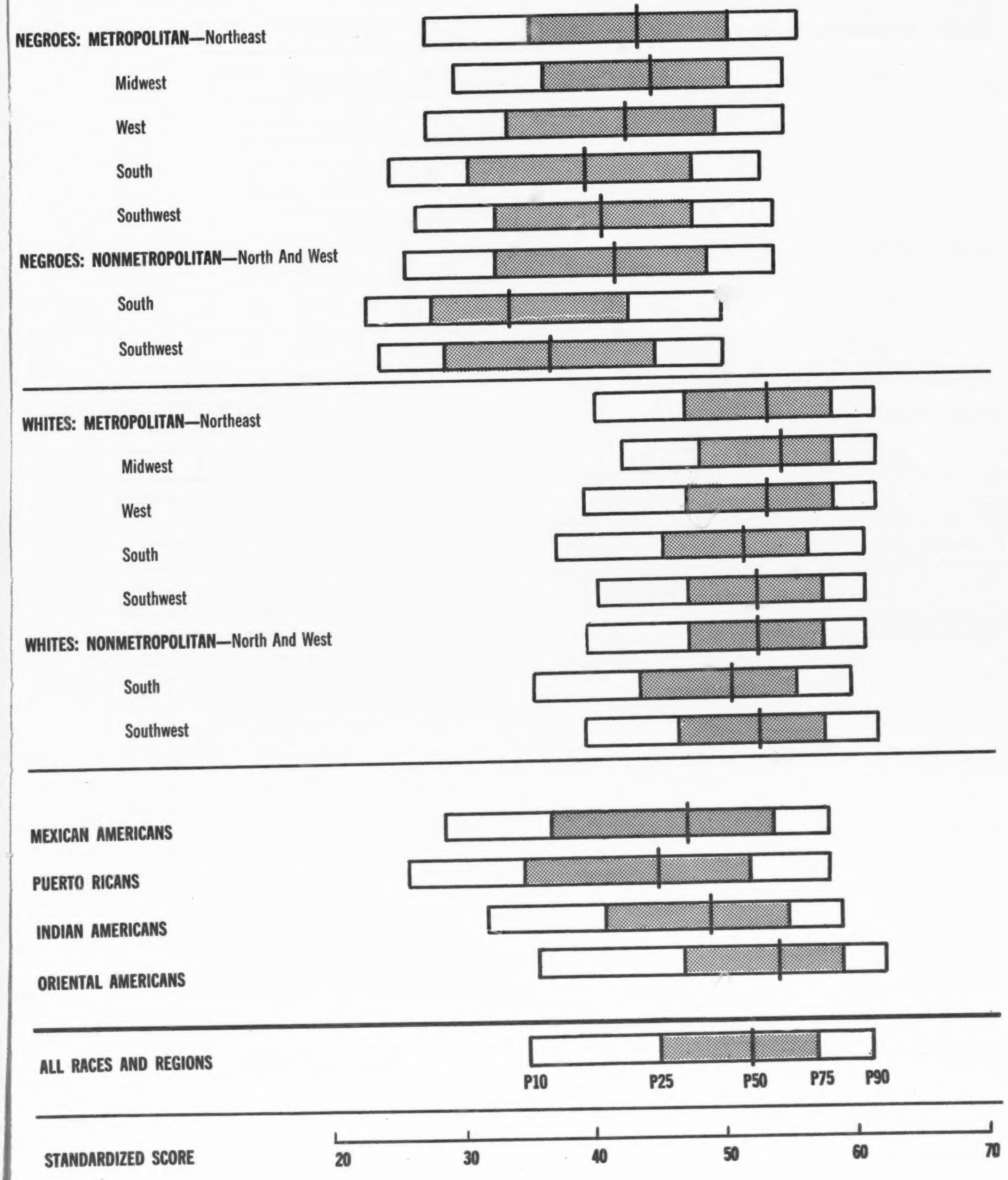


FIGURE 3.11.24

READING COMPREHENSION TEST—GRADE 12

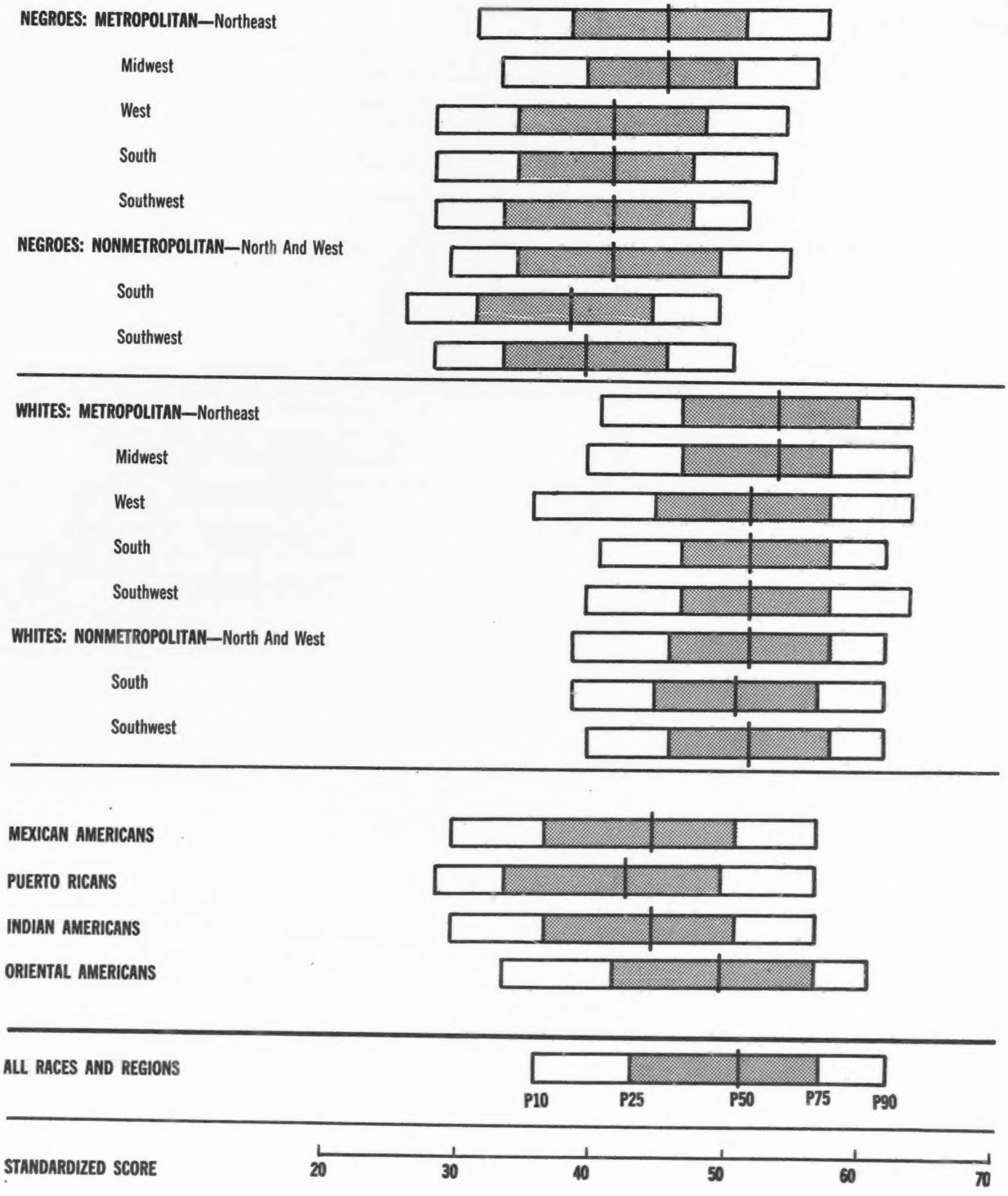


FIGURE 3.11.25
MATHEMATICS ACHIEVEMENT TEST—GRADE 12

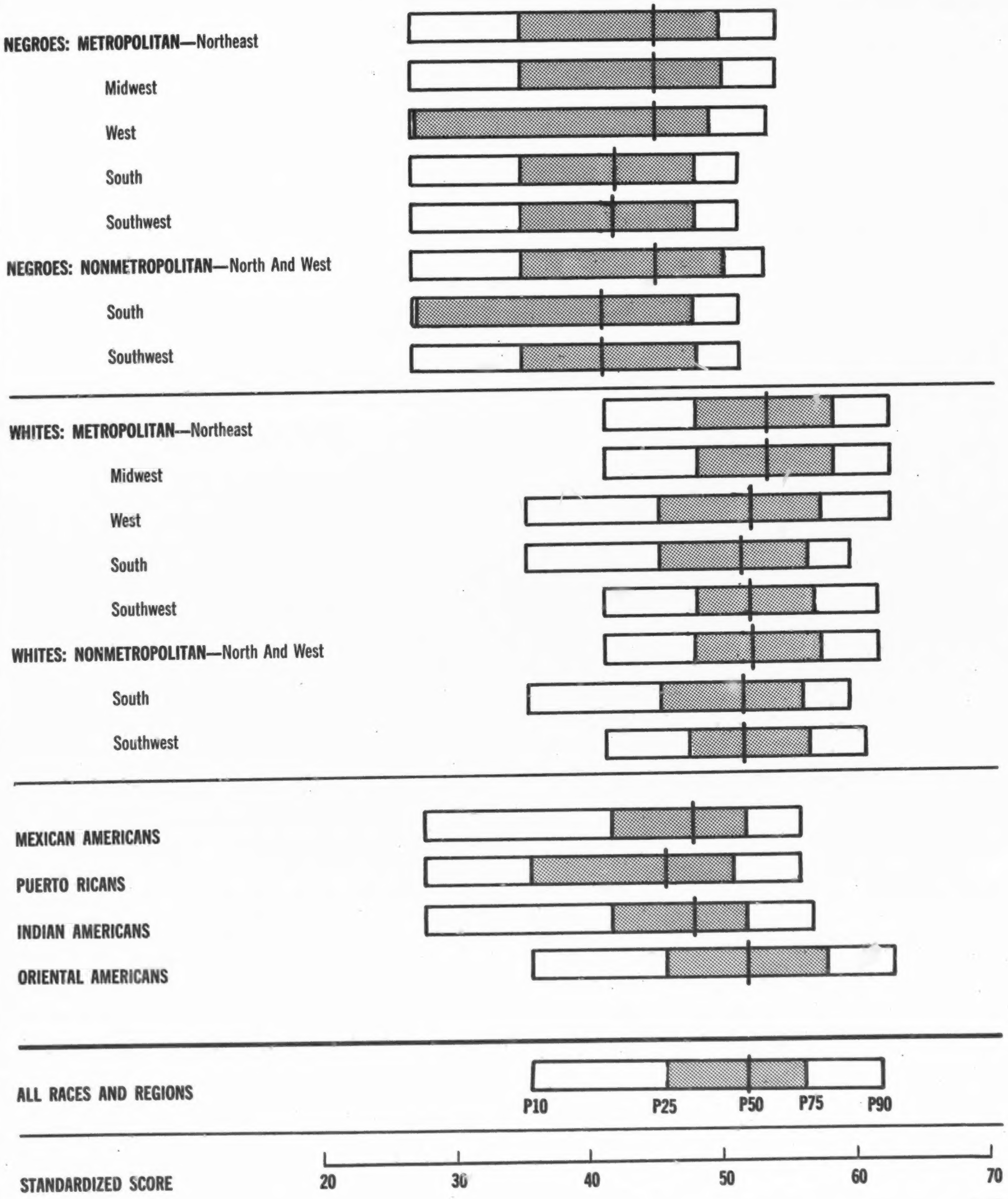


FIGURE 3.11.26

GENERAL INFORMATION TEST—PRACTICAL ARTS (GIRLS) GRADE 12

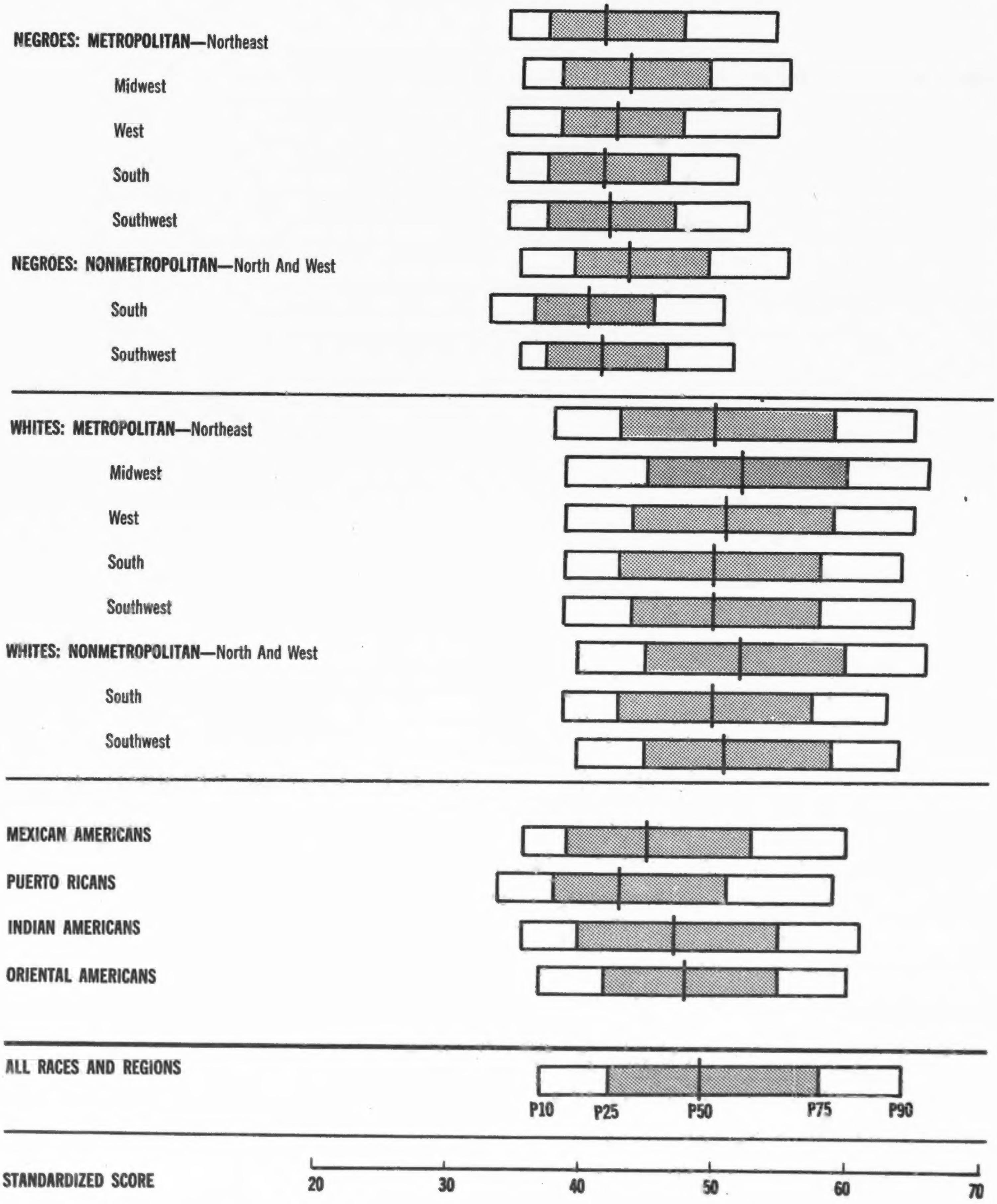


FIGURE 3.11.27
GENERAL INFORMATION TEST—PRACTICAL ARTS (BOYS) GRADE 12

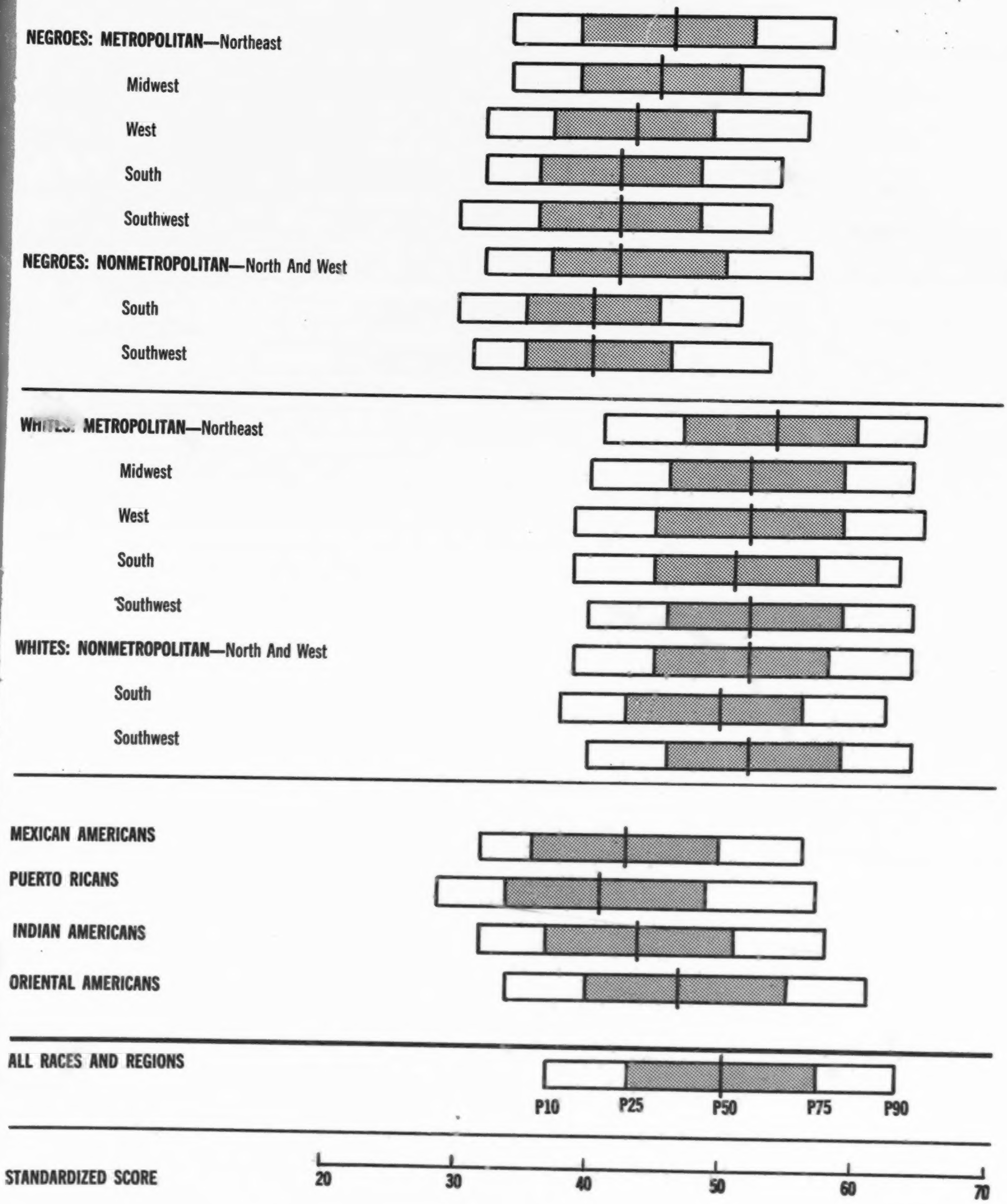


FIGURE 3.11.28
GENERAL INFORMATION TEST (NATURAL SCIENCES) GRADE 12

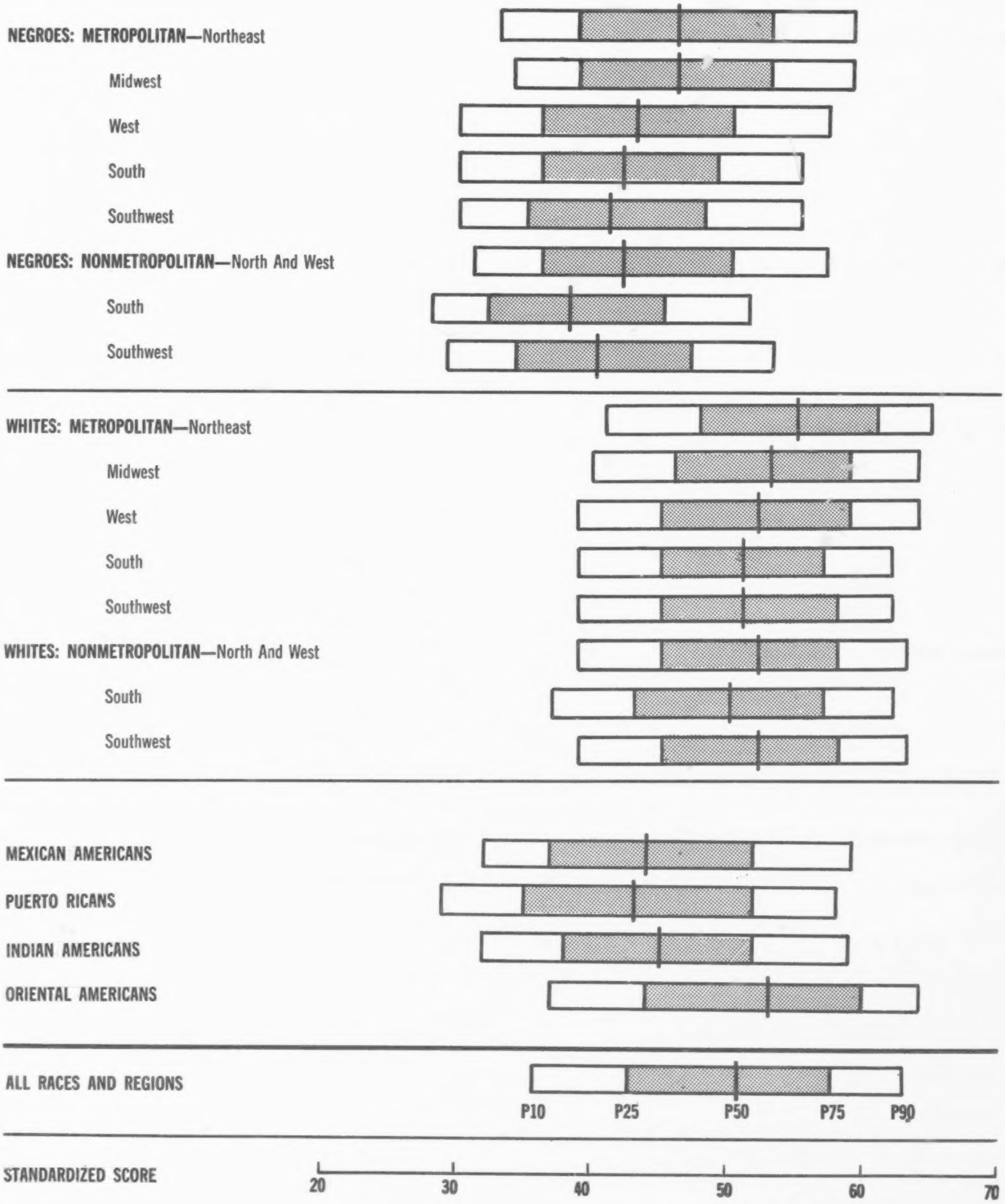


FIGURE 3.11.29
GENERAL INFORMATION TEST (SOCIAL SCIENCES) GRADE 12

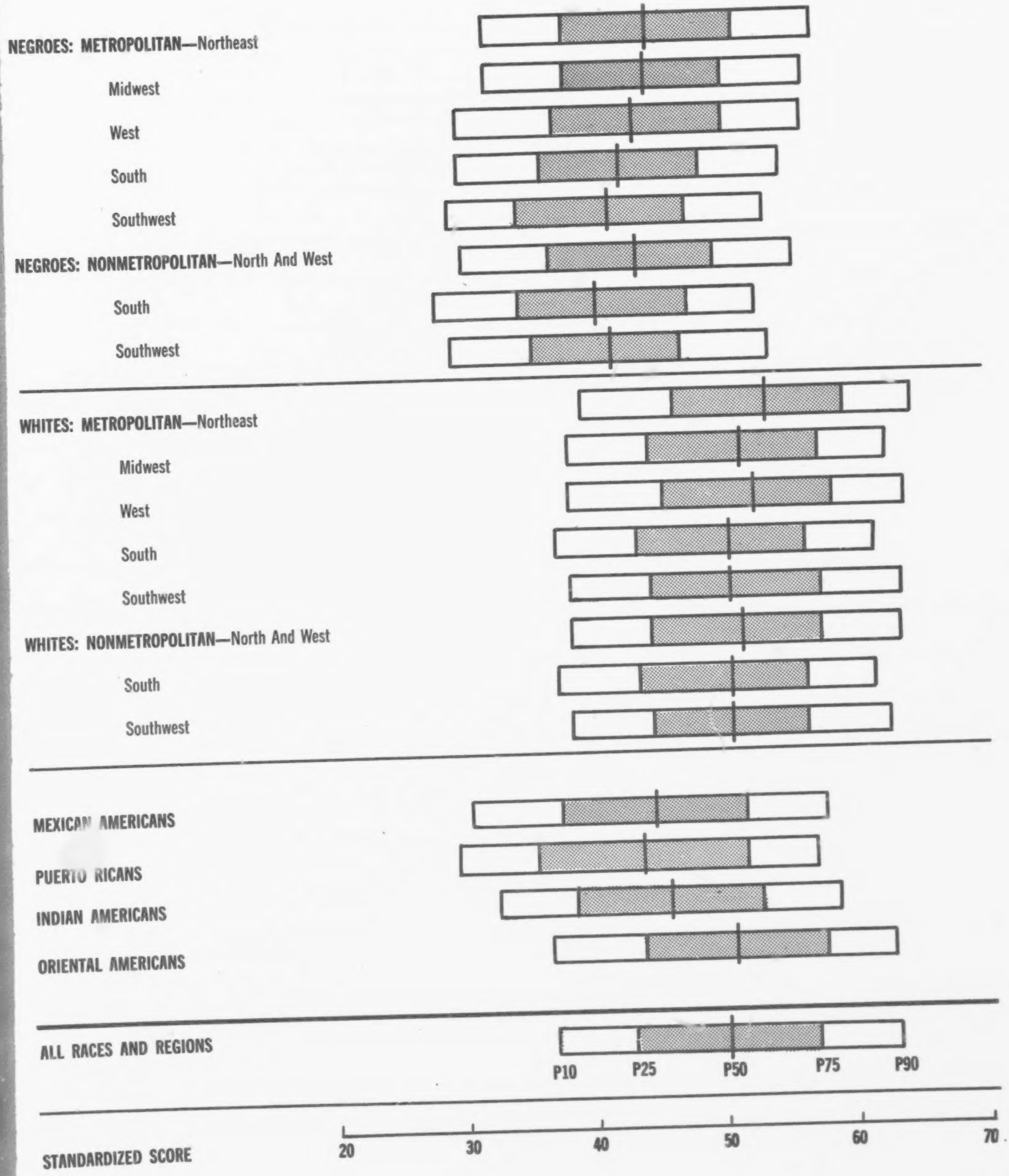


FIGURE 3.11.30

GENERAL INFORMATION TEST (HUMANITIES) GRADE 12

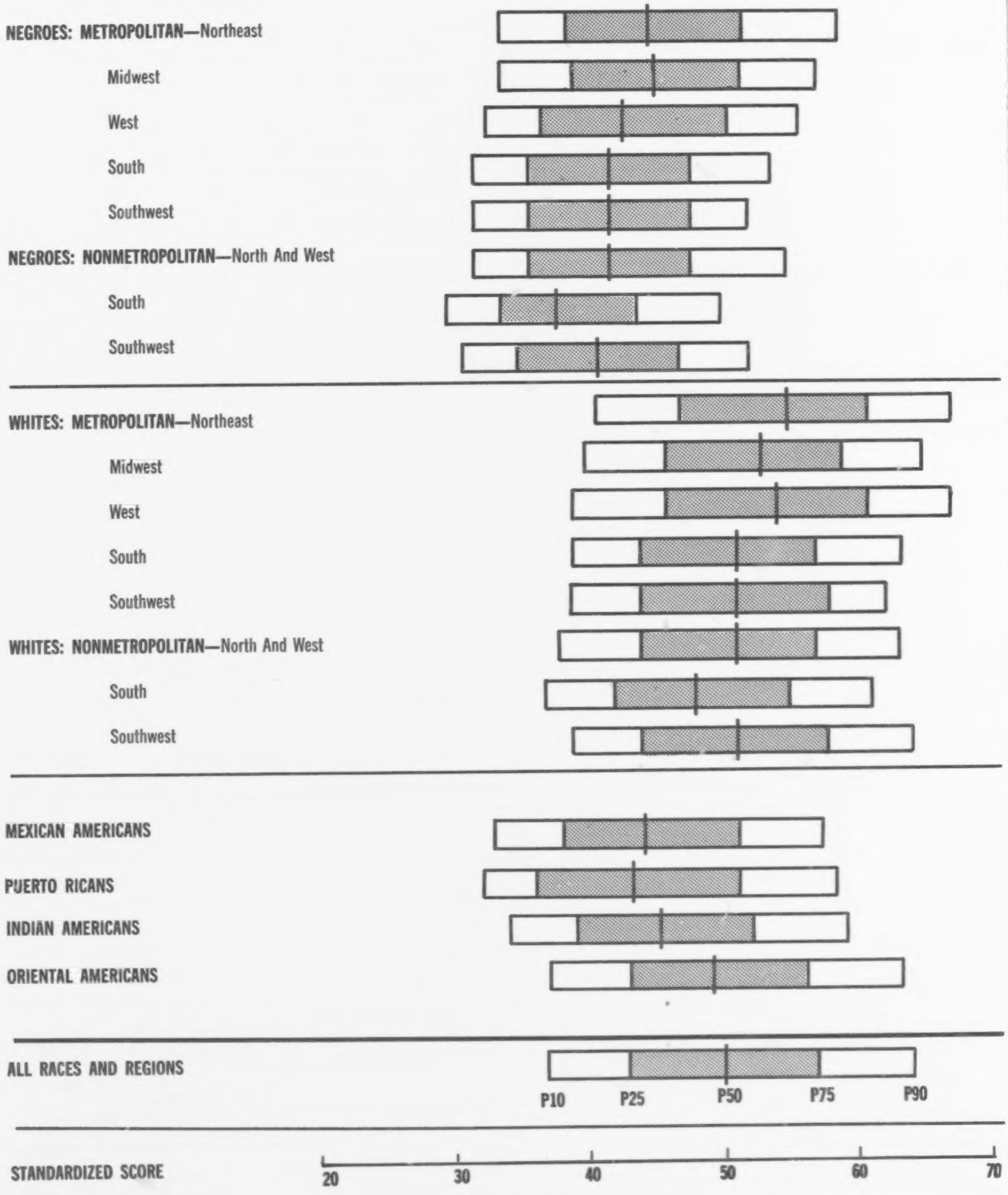


FIGURE 3.11.31
GENERAL INFORMATION TOTAL
GRADE 12

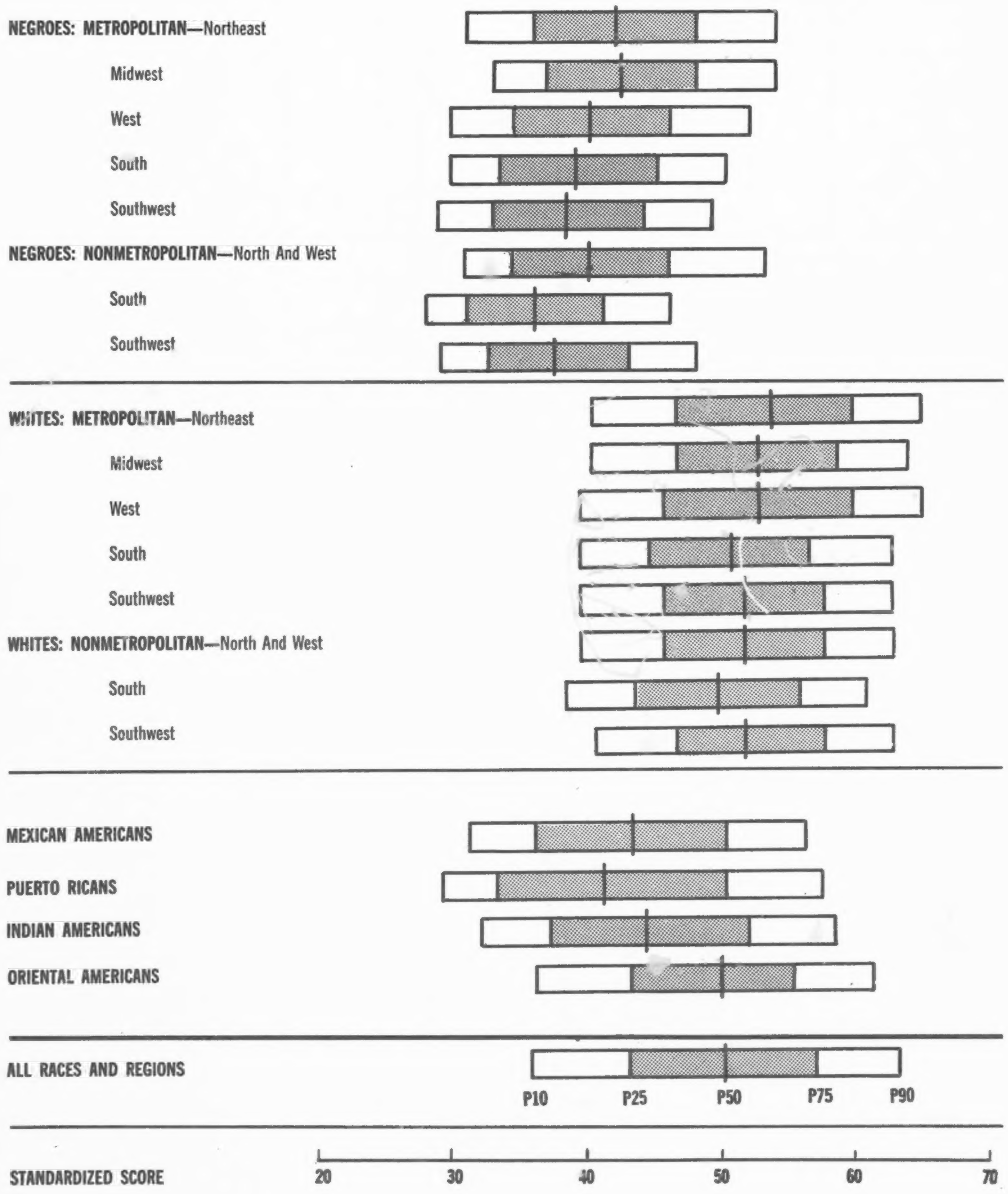


FIGURE 3.12.1

NEGRO PUPILS IN METROPOLITAN AREAS—NORTHEAST REGION

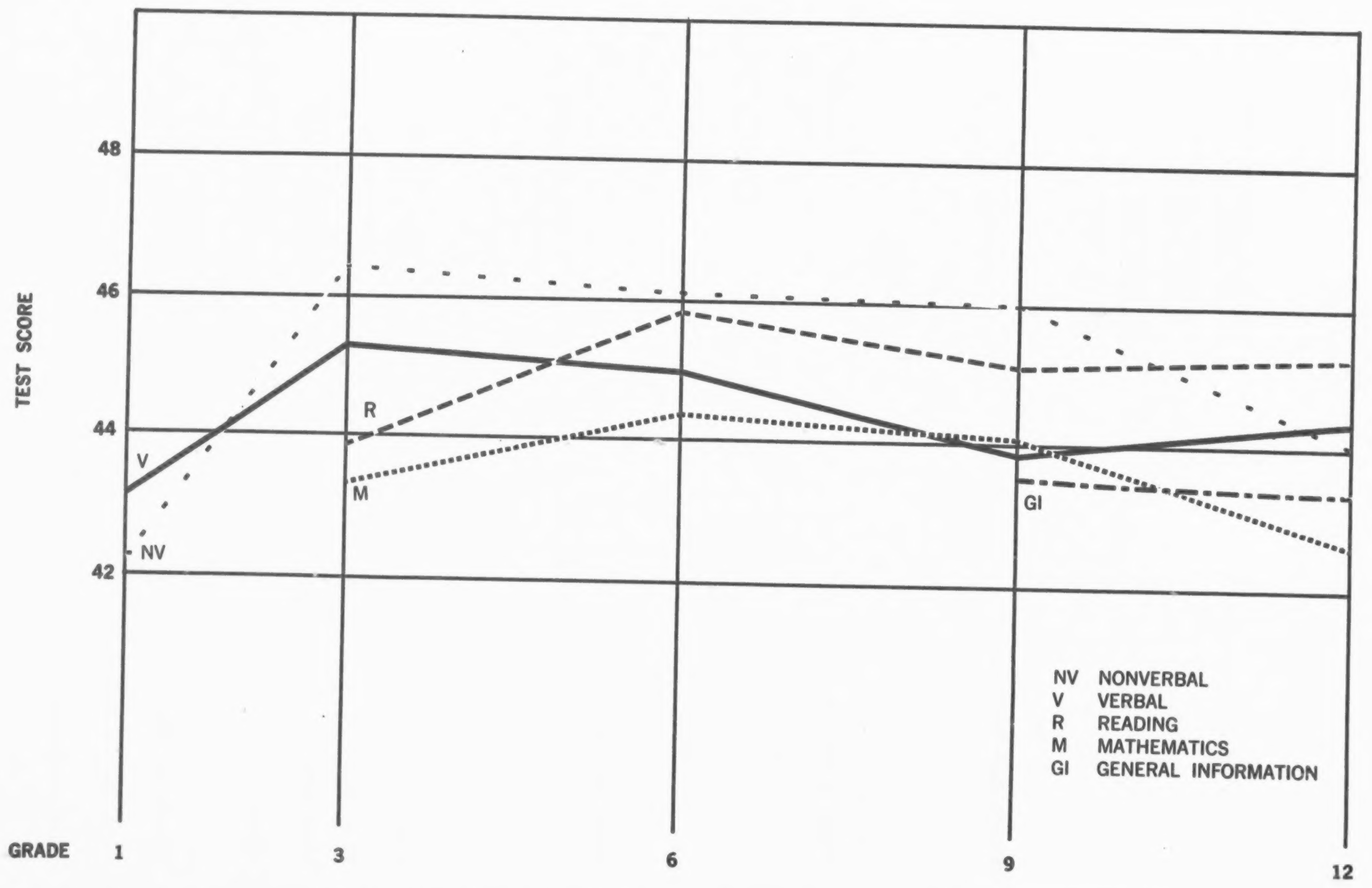


FIGURE 3.12.2
NEGRO PUPILS IN METROPOLITAN AREAS—MIDWEST REGION

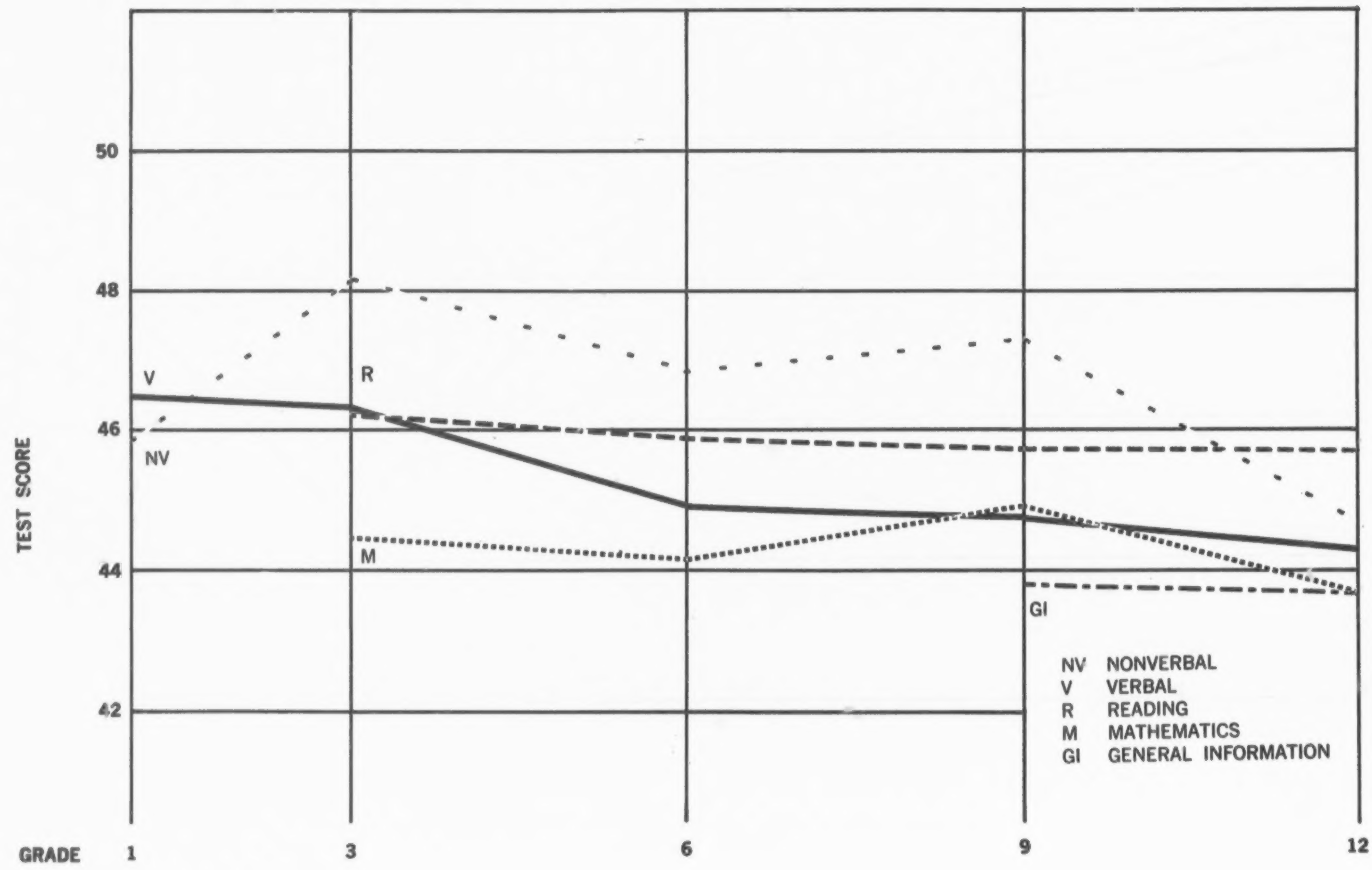


FIGURE 3.12.3

NEGRO PUPILS IN METROPOLITAN AREAS—SOUTH REGION

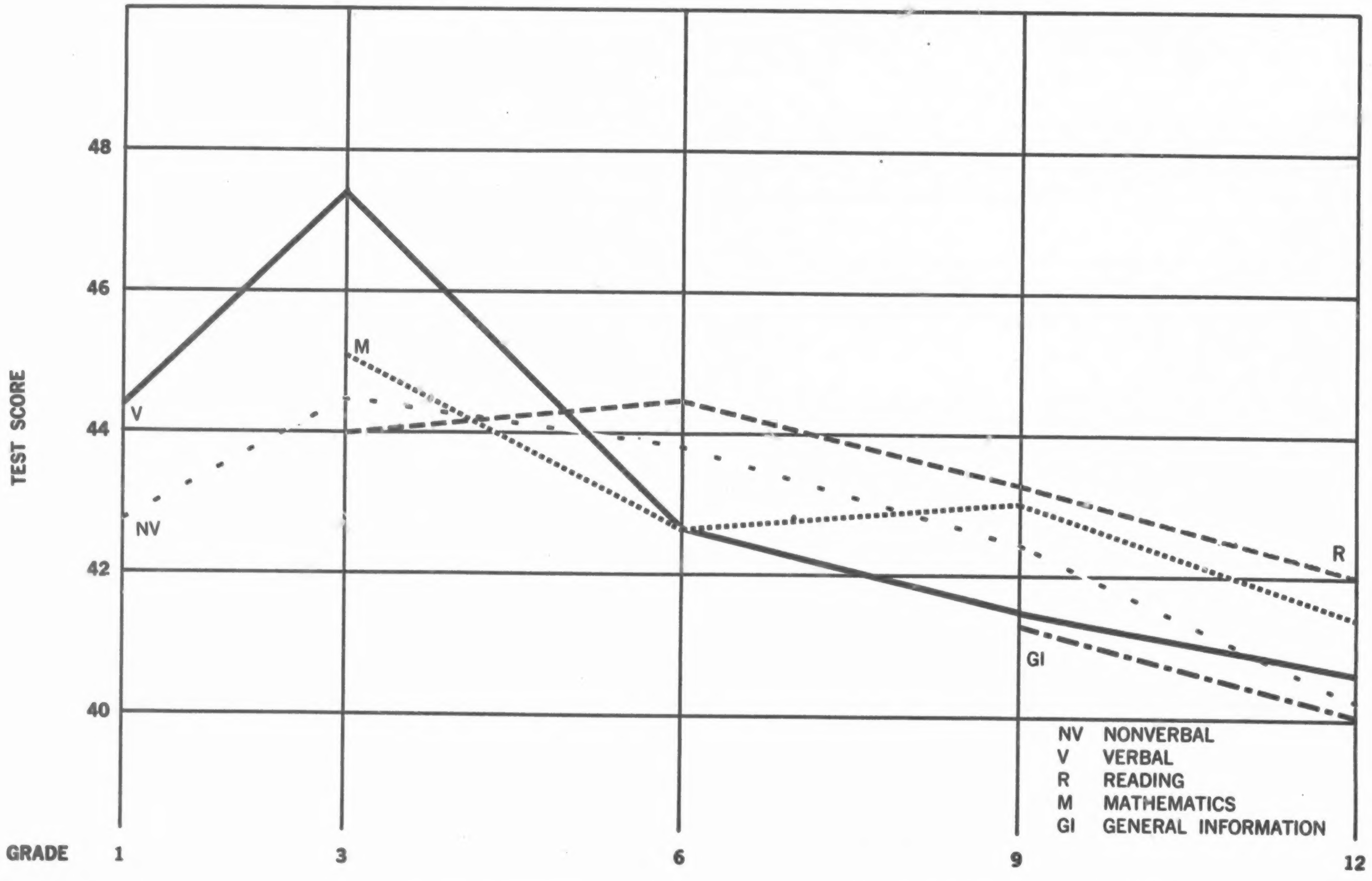


FIGURE 3.12.4
NEGRO PUPILS IN METROPOLITAN AREAS—SOUTHWEST REGION

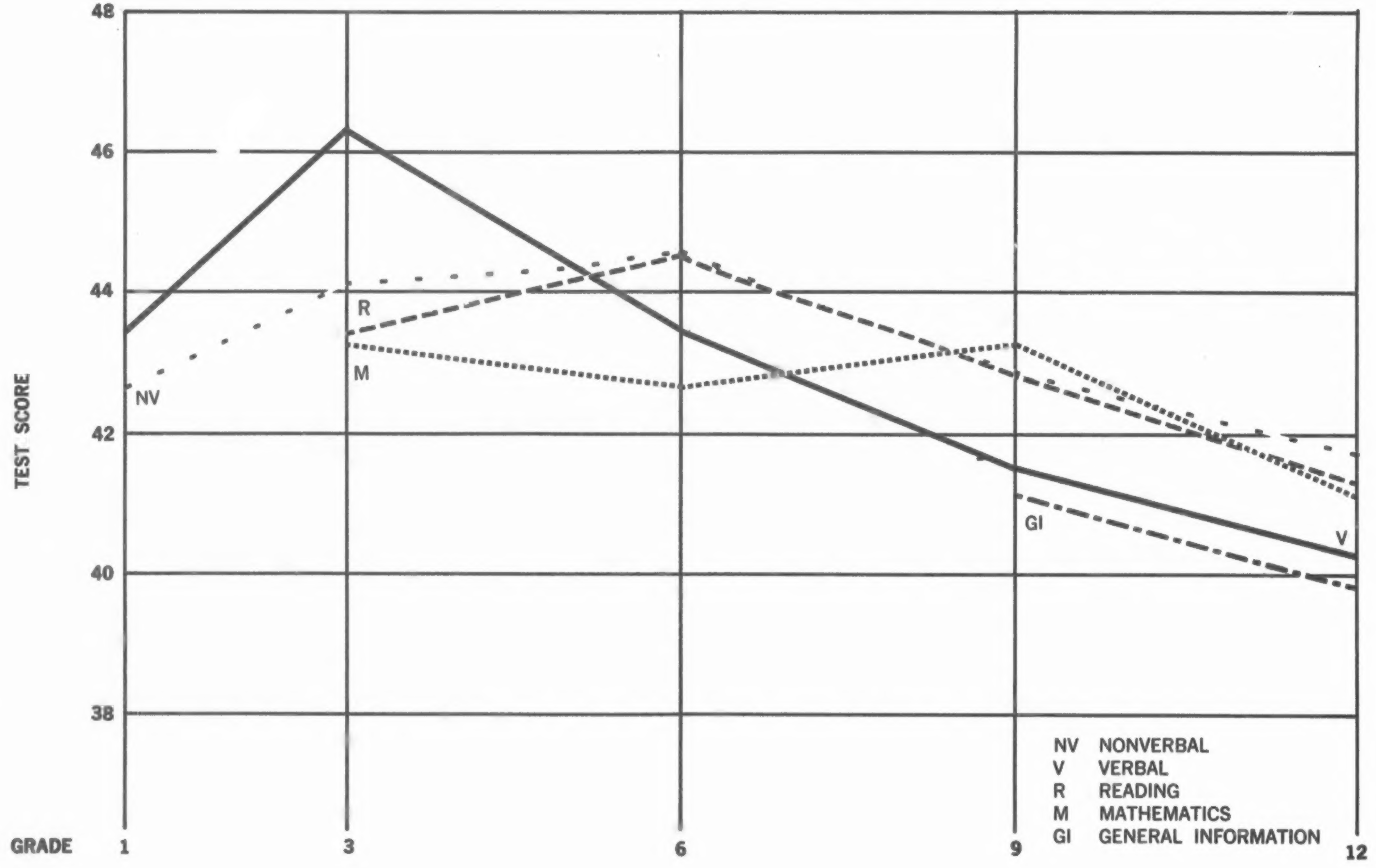


FIGURE 3.12.5
NEGRO PUPILS IN METROPOLITAN AREAS—WEST REGION

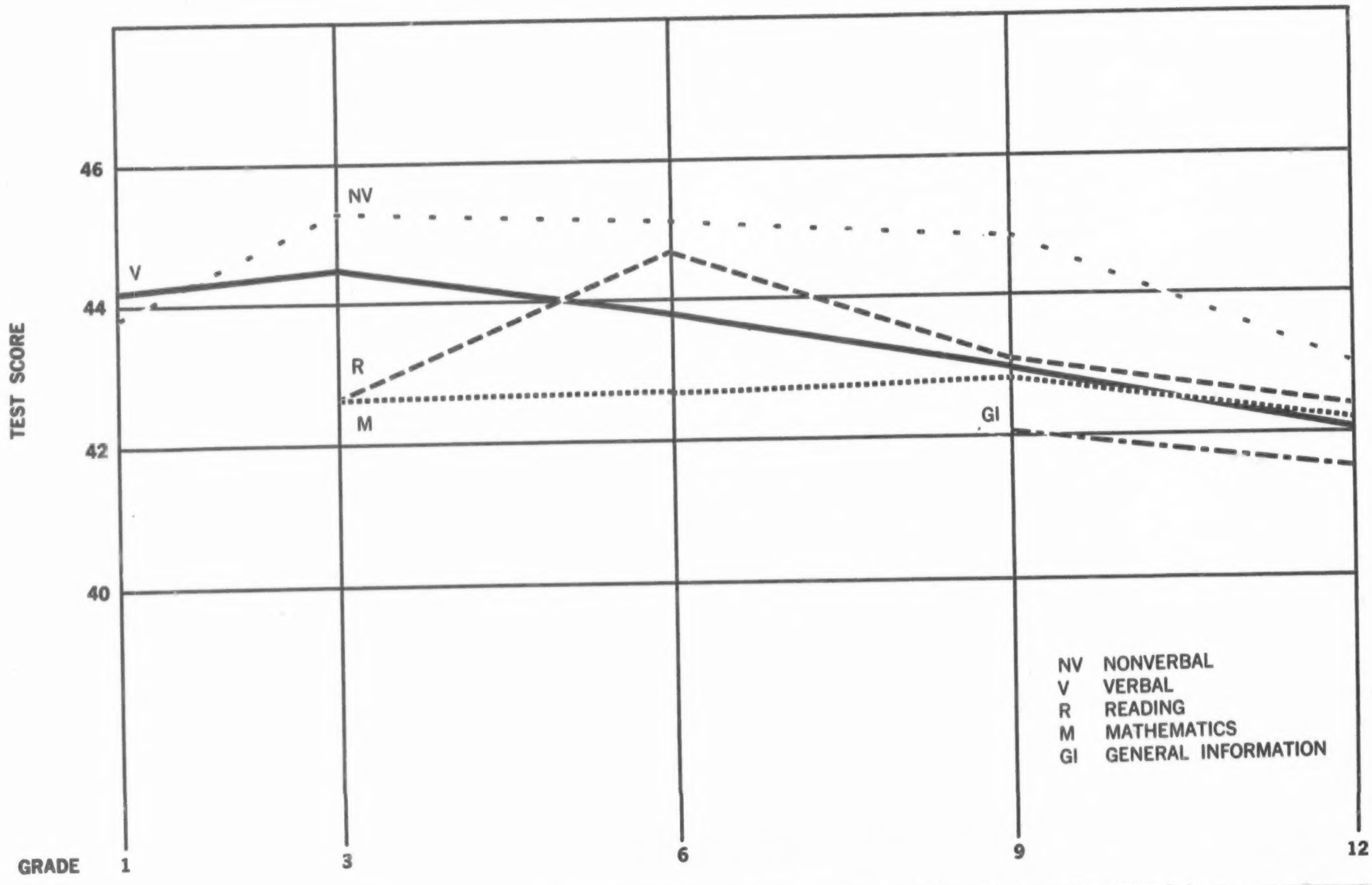


FIGURE 3.12.6

NEGRO PUPILS IN NONMETROPOLITAN AREAS—SOUTH REGION

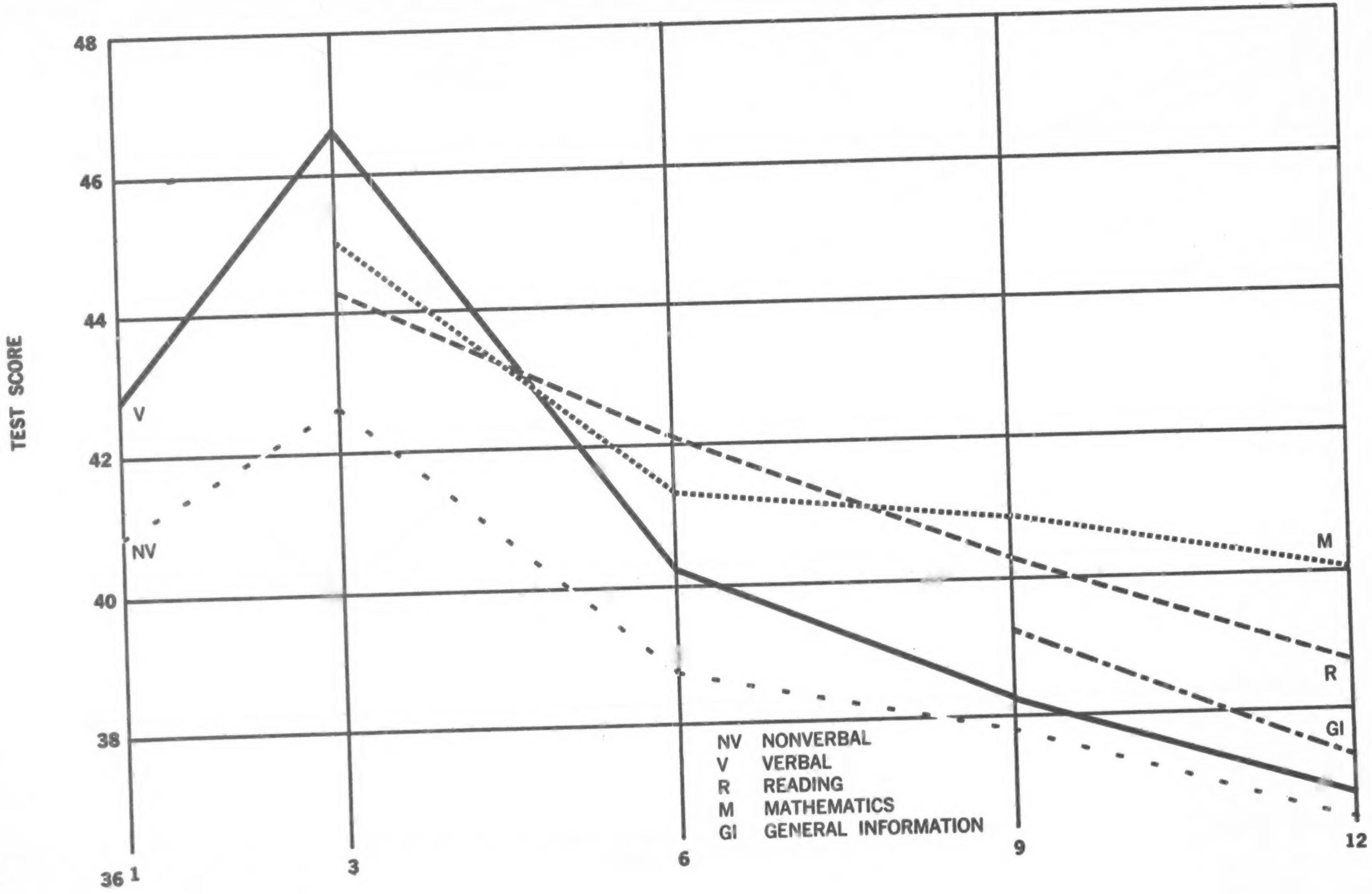


FIGURE 3.12.7

NEGRO PUPILS IN NONMETROPOLITAN AREAS—SOUTHWEST REGION

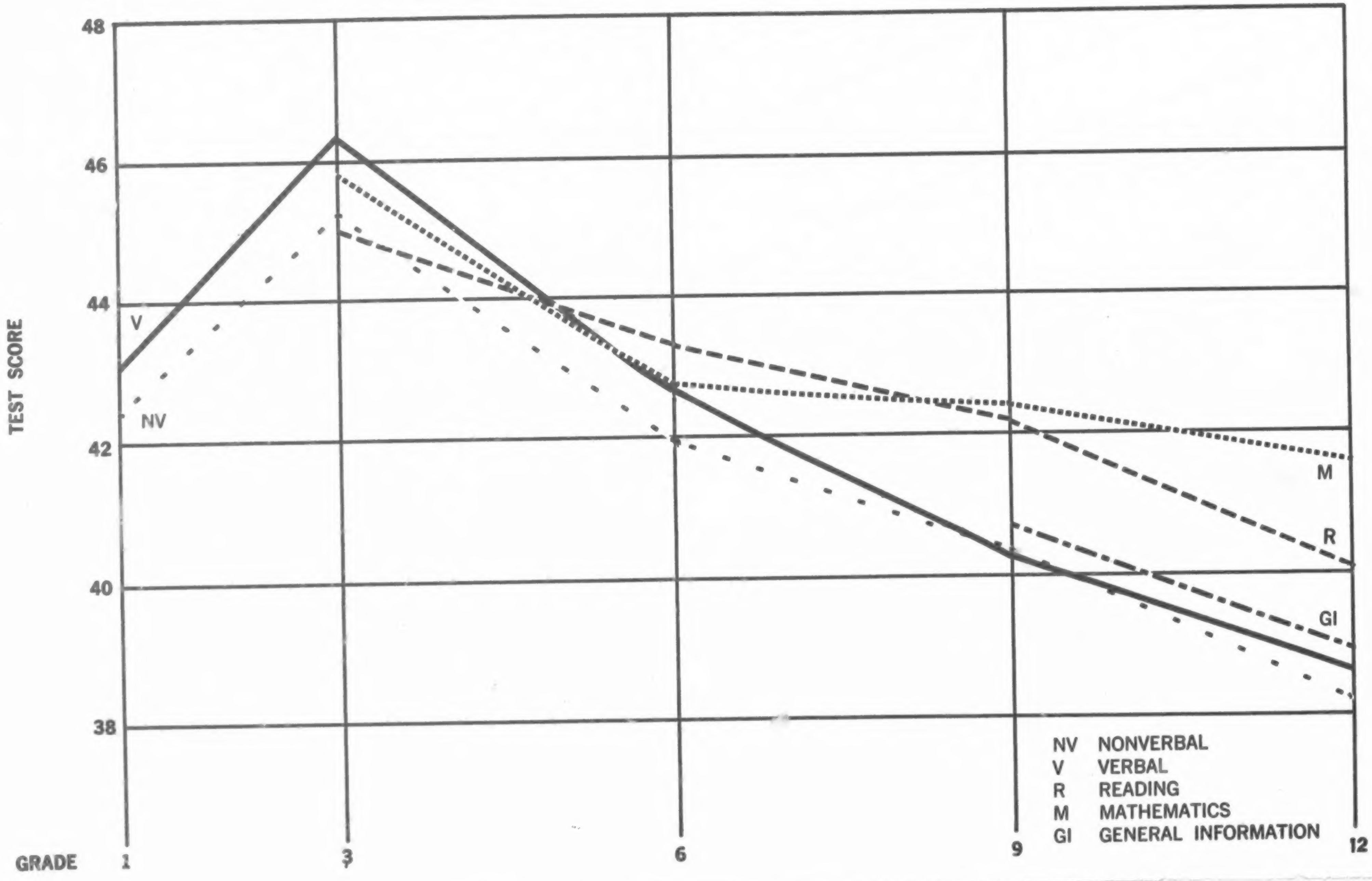


FIGURE 3.12.8

NEGRO PUPILS IN NONMETROPOLITAN AREAS—NORTH AND WEST REGION

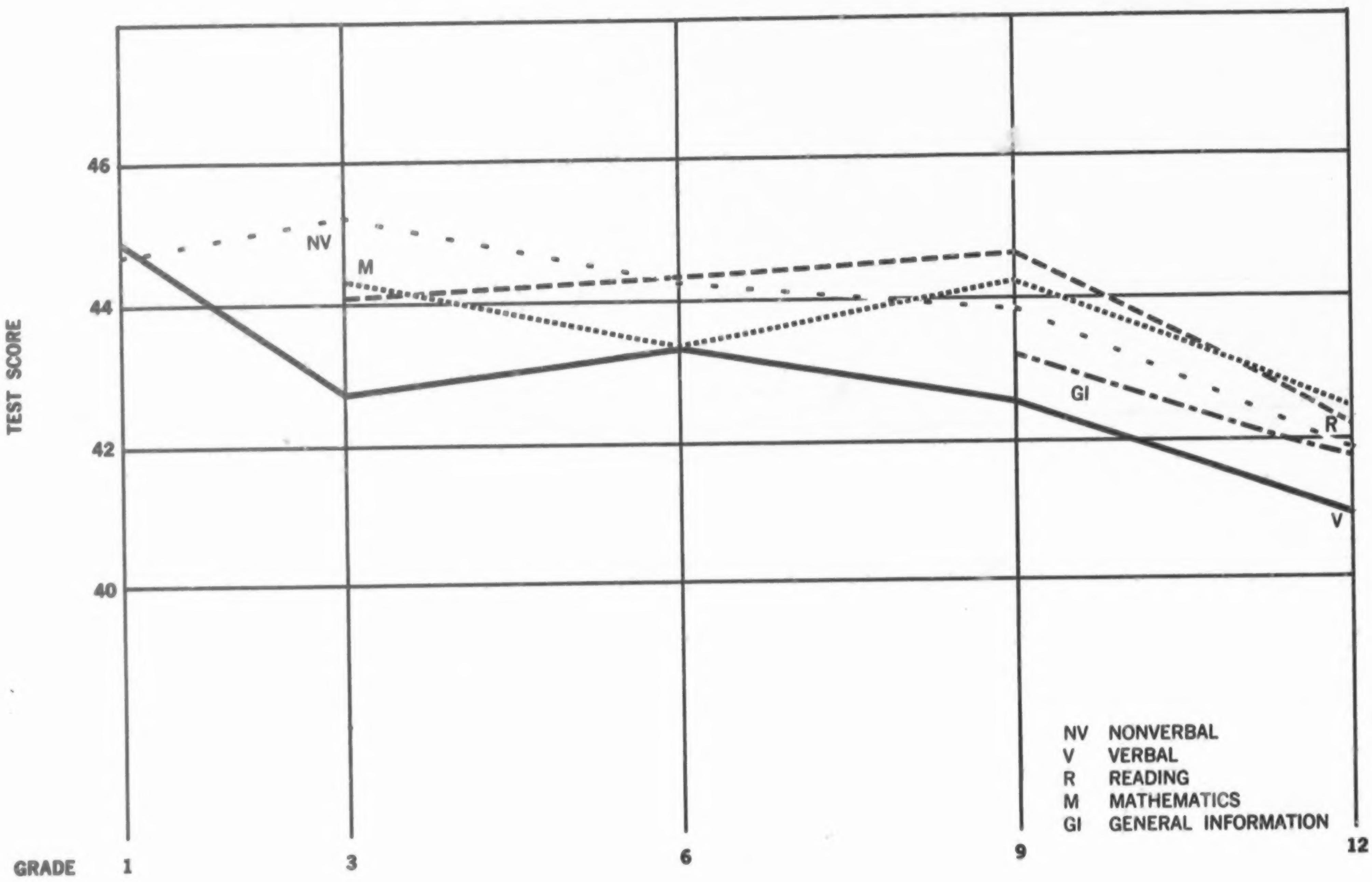


FIGURE 3.12.9

WHITE PUPILS IN METROPOLITAN AREAS—NORTHEAST REGION

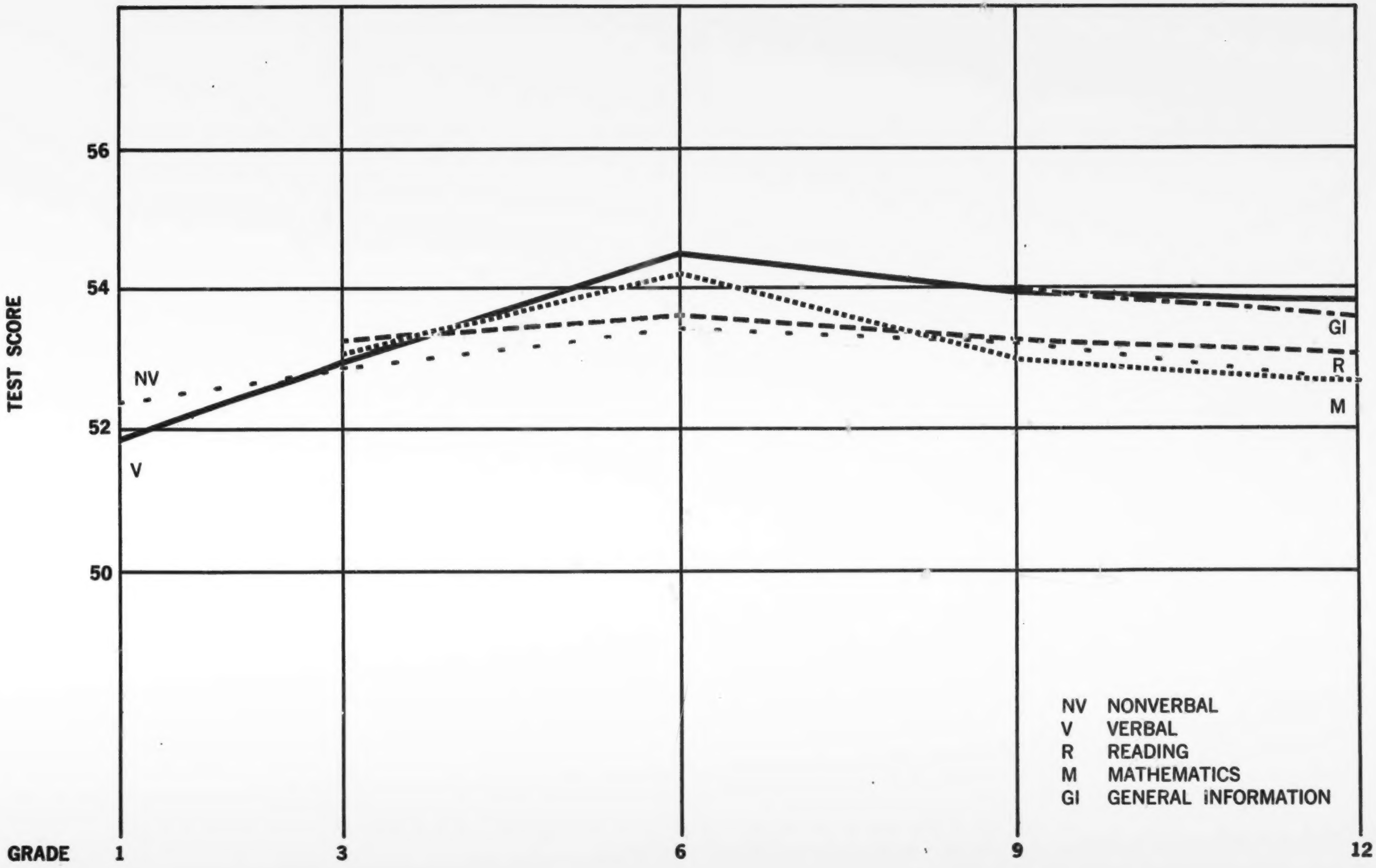
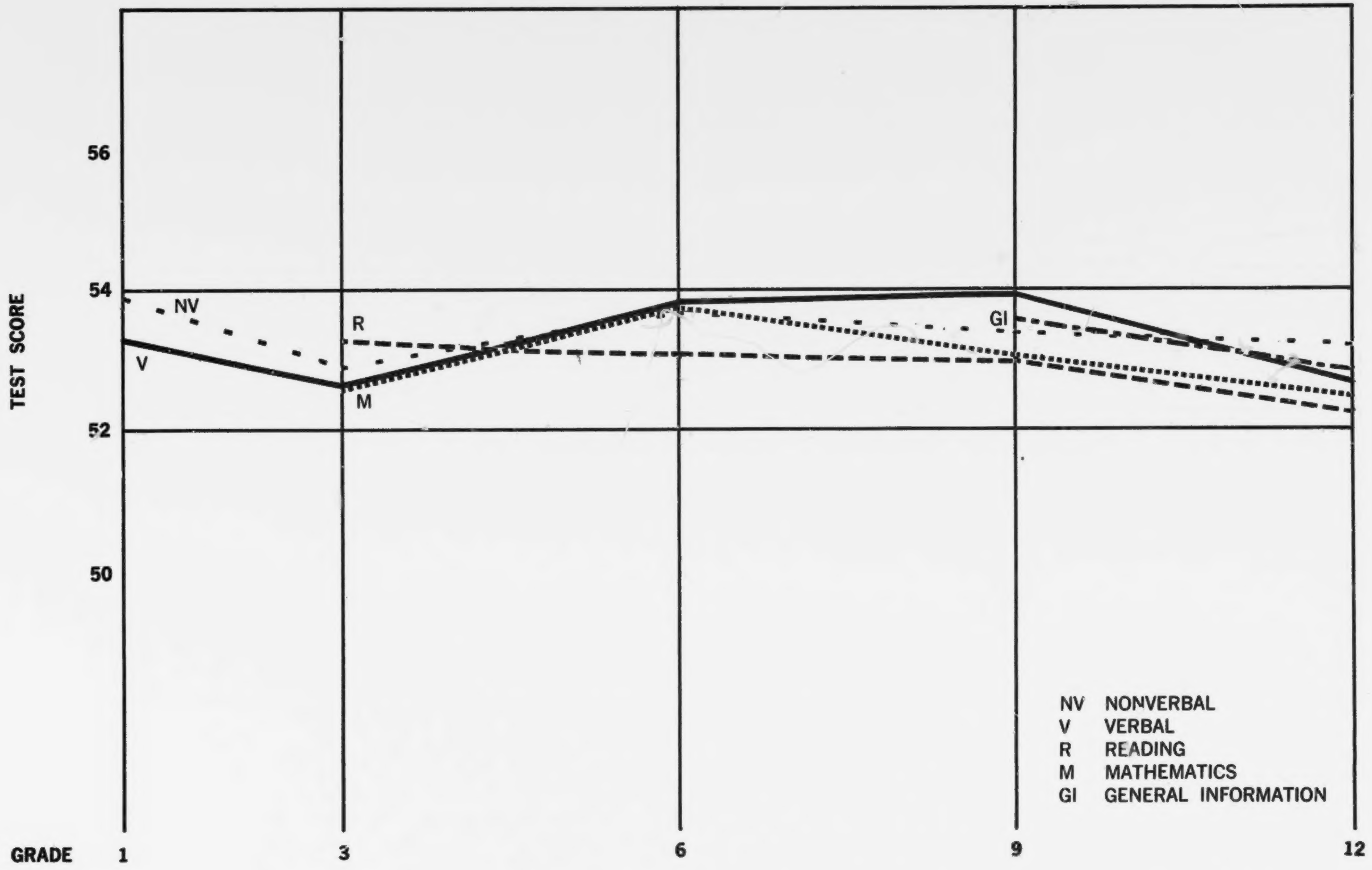


FIGURE 3.12.10
WHITE PUPILS IN METROPOLITAN AREAS—MIDWEST REGION



5

FIGURE 3.12.11

WHITE PUPILS IN METROPOLITAN AREAS—SOUTH REGION

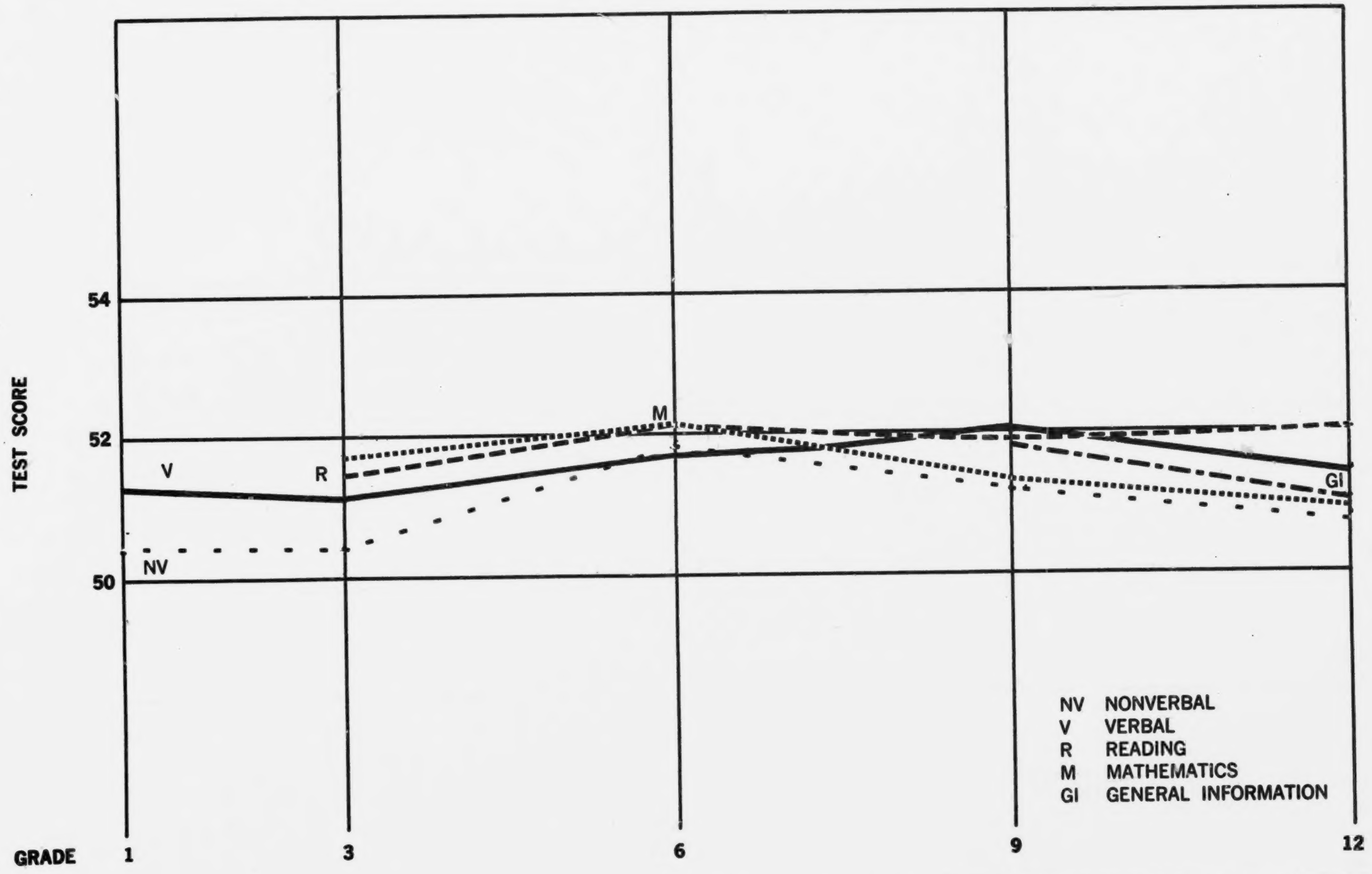


FIGURE 3.12.12
WHITE PUPILS IN METROPOLITAN AREAS—SOUTHWEST REGION

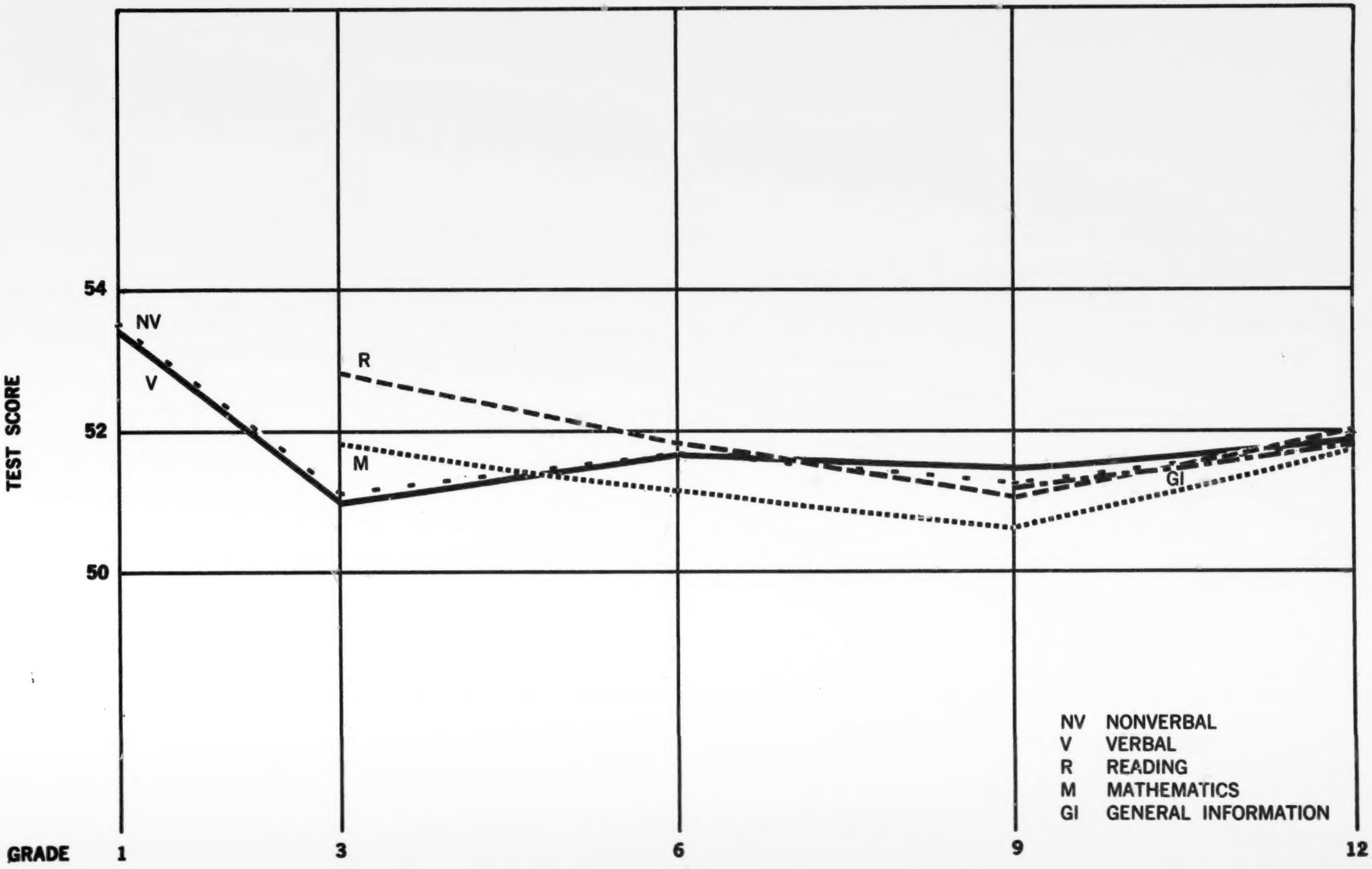


FIGURE 3.12.13
WHITE PUPILS IN METROPOLITAN AREAS—WEST REGION

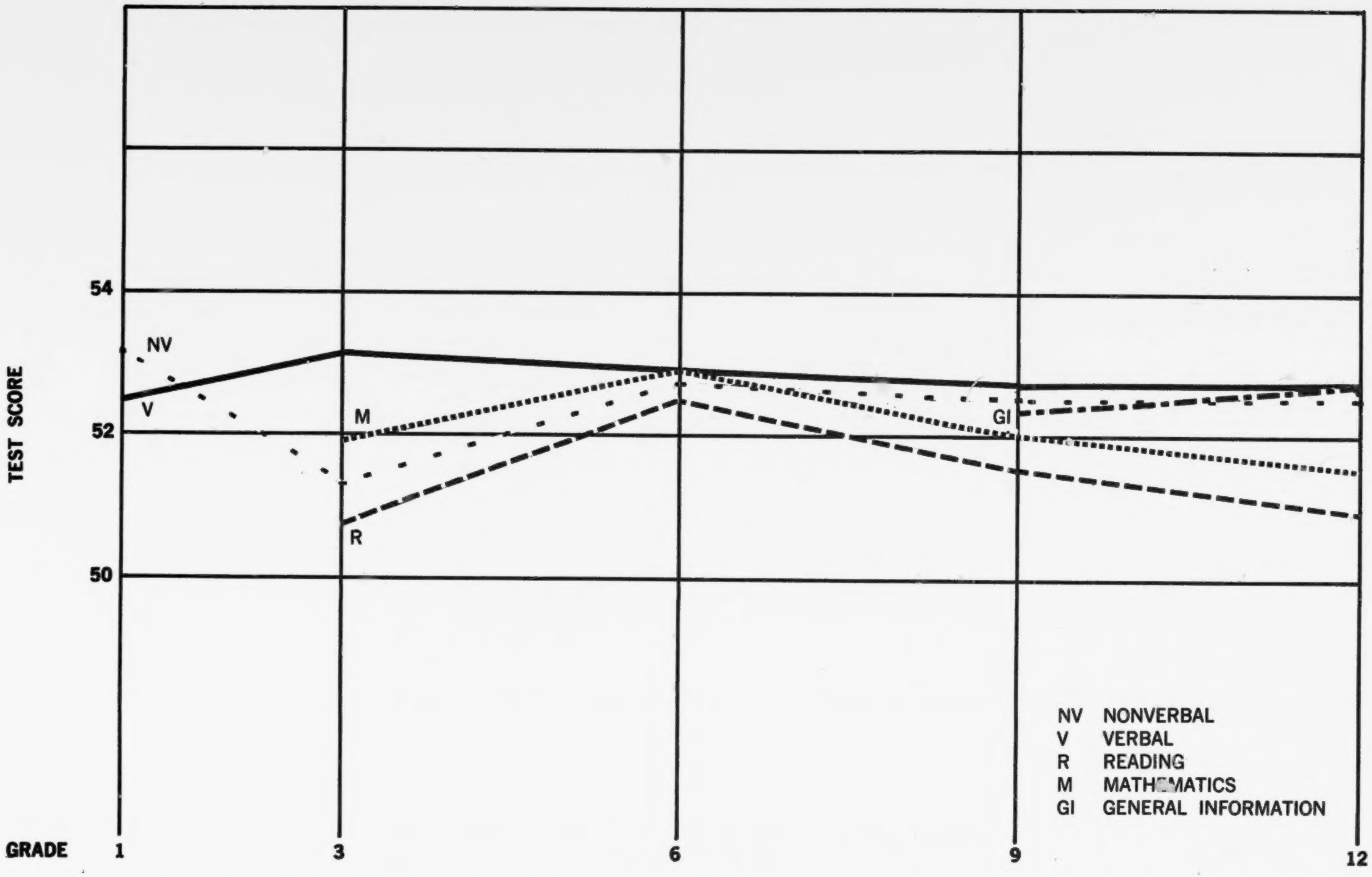


FIGURE 3.12.14

WHITE PUPILS IN NONMETROPOLITAN AREAS—SOUTHEAST REGION

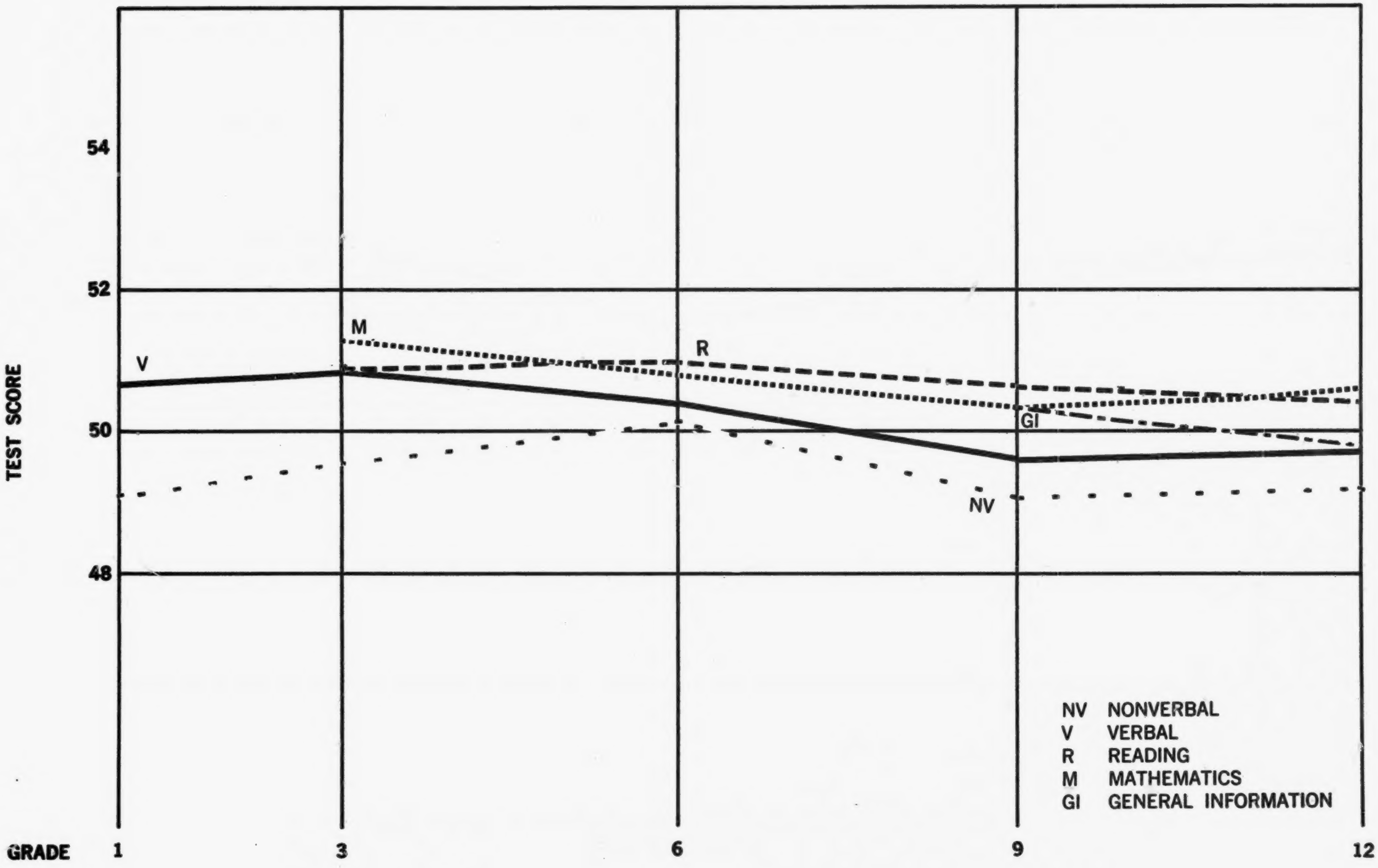


FIGURE 3.12.15
WHITE PUPILS IN NONMETROPOLITAN AREAS—SOUTHWEST REGION

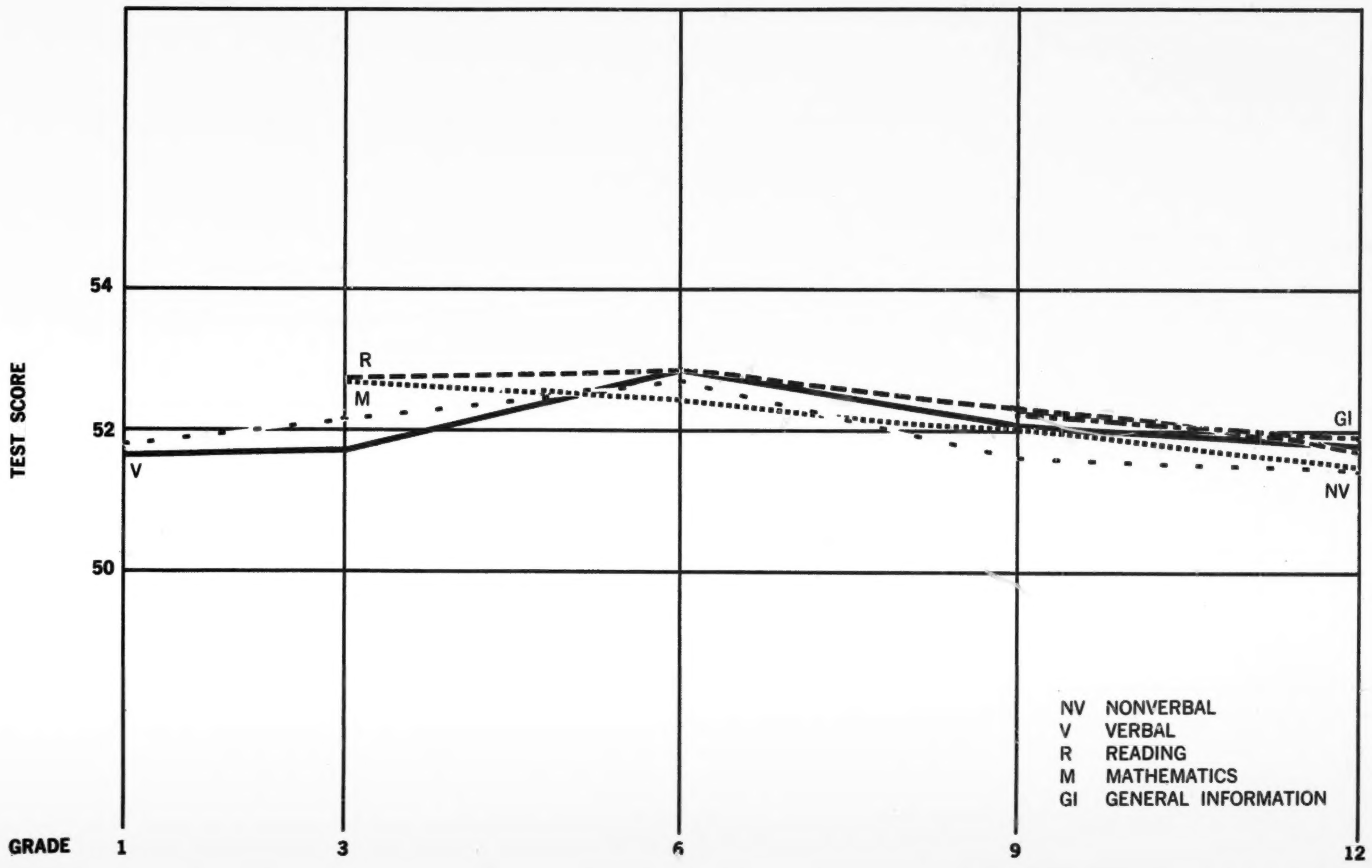


FIGURE 3.12.16

WHITE PUPILS IN NONMETROPOLITAN AREAS—NORTH AND WEST REGION

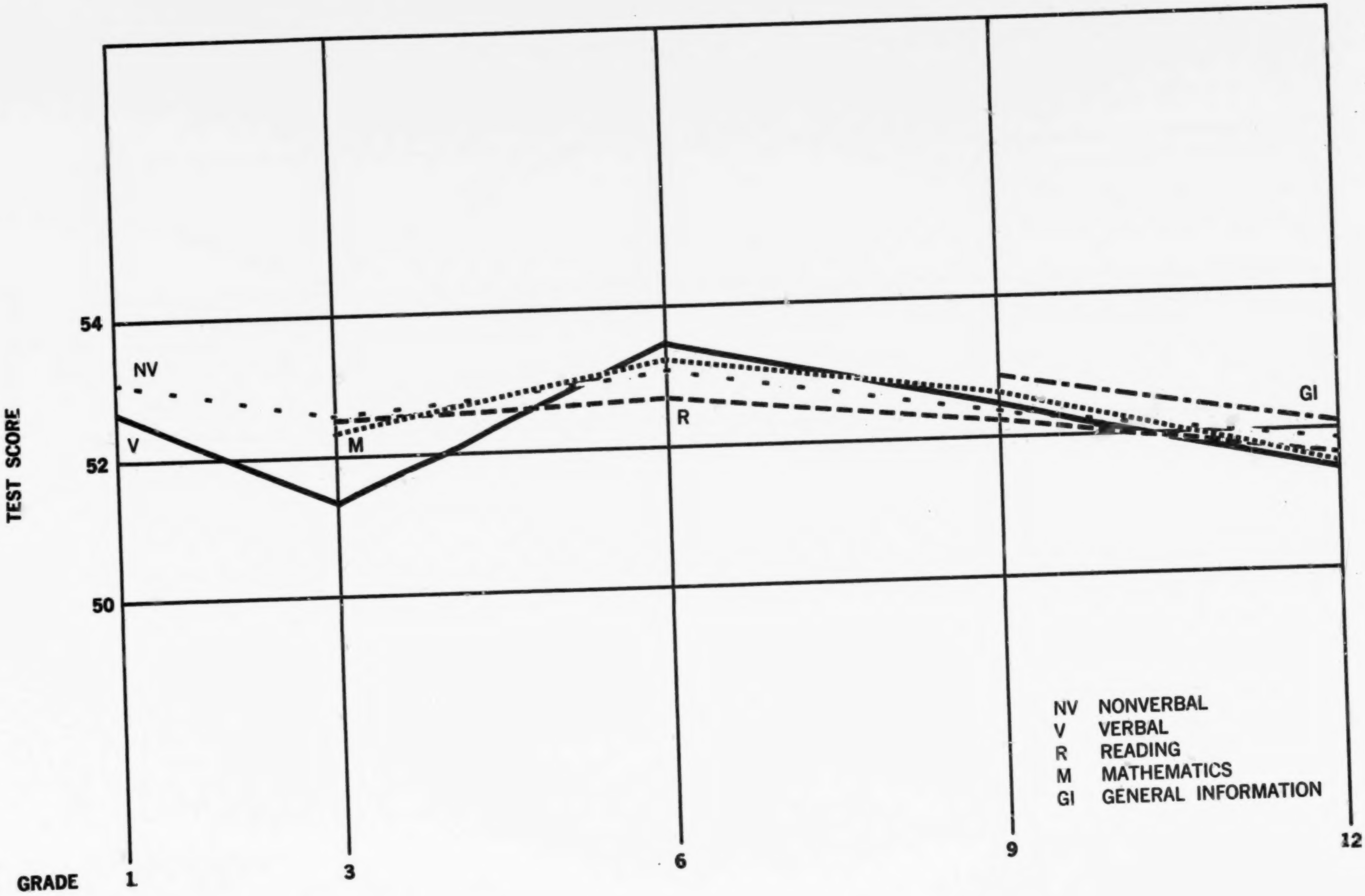


FIGURE 3.12.17
MEXICAN AMERICANS—TOTAL

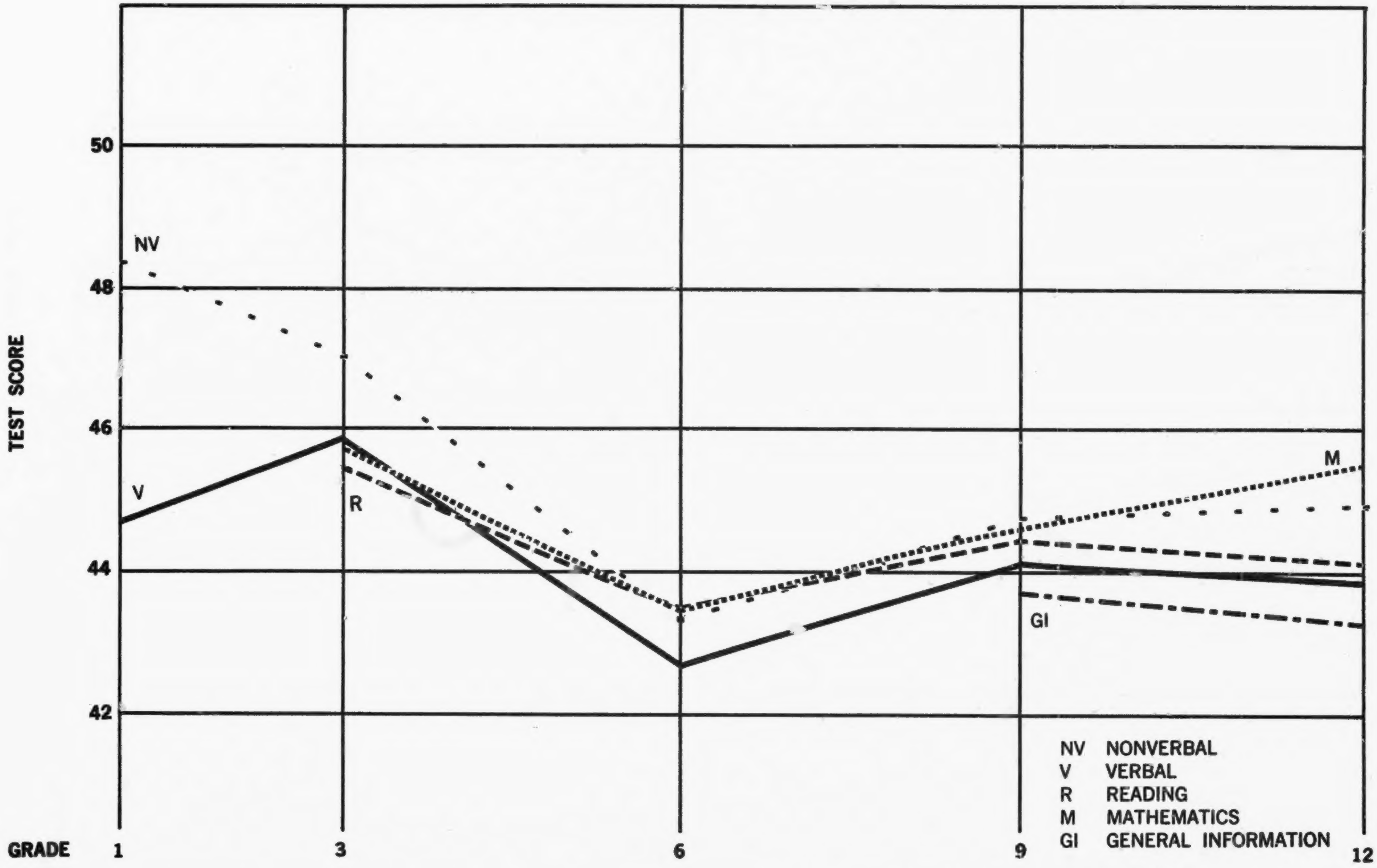


FIGURE 3.12.18
PUERTO RICANS—TOTAL

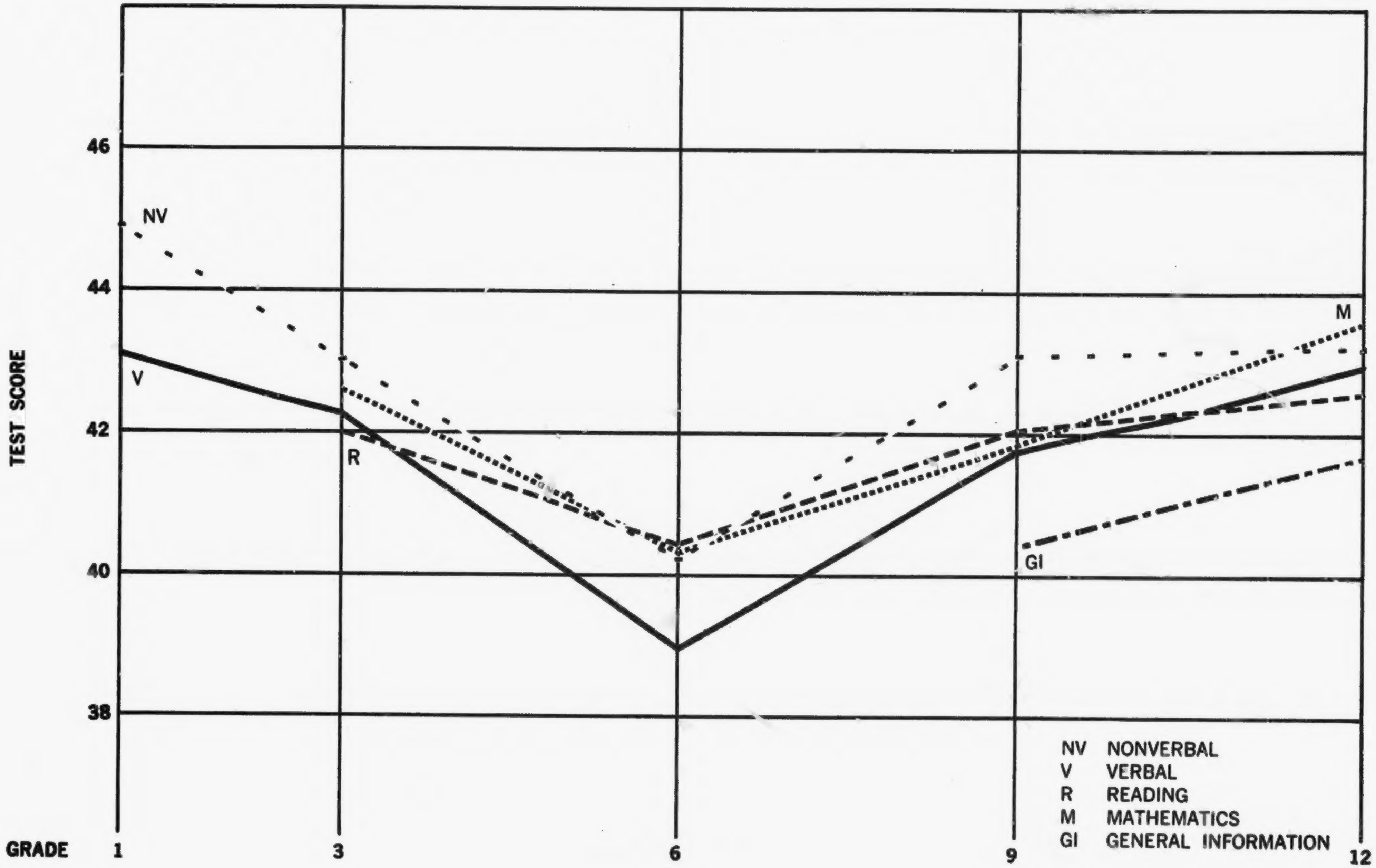


FIGURE 3.12.19

INDIAN AMERICANS--TOTAL

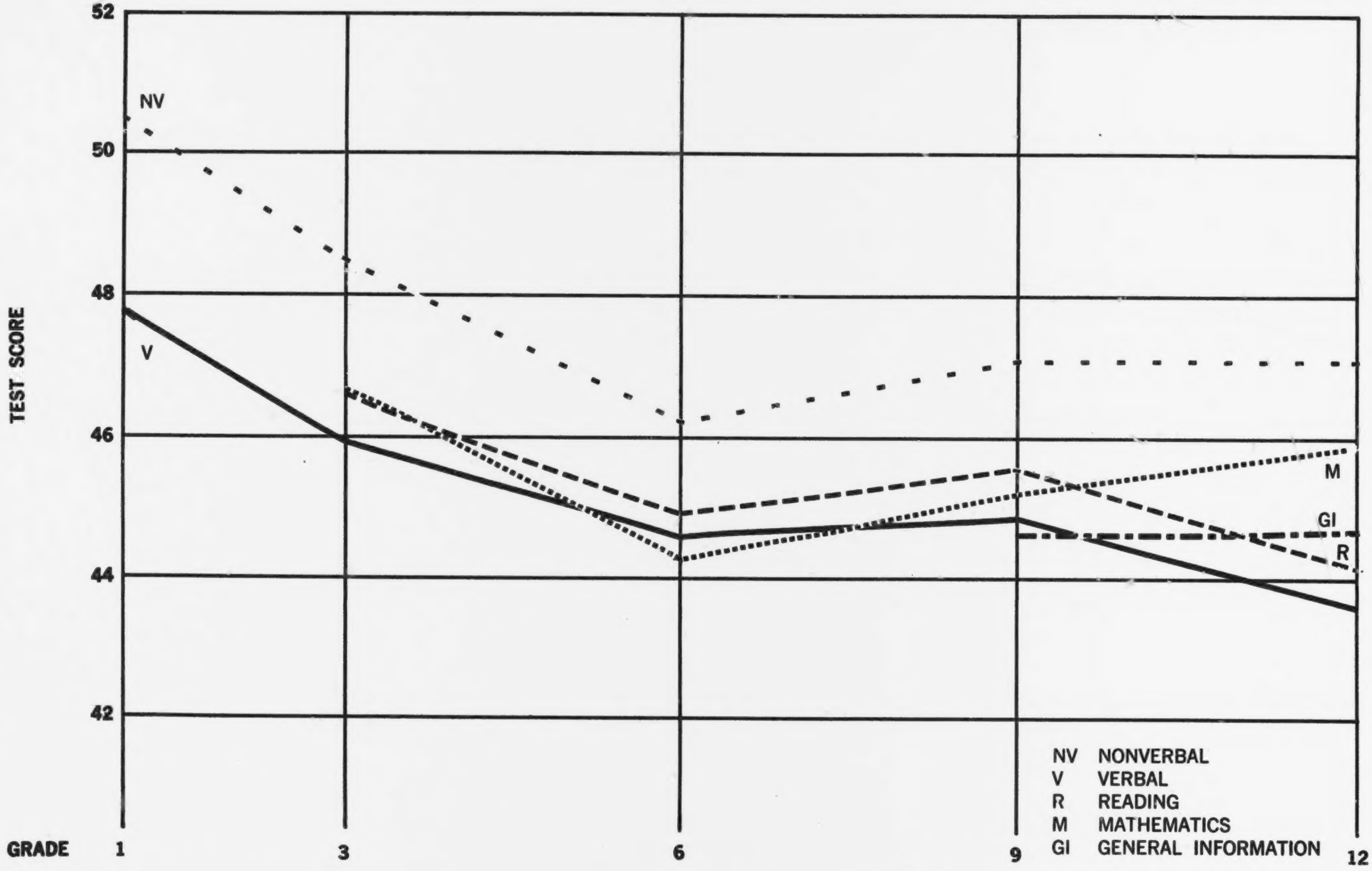


FIGURE 3.12.20
ORIENTAL AMERICANS—TOTAL

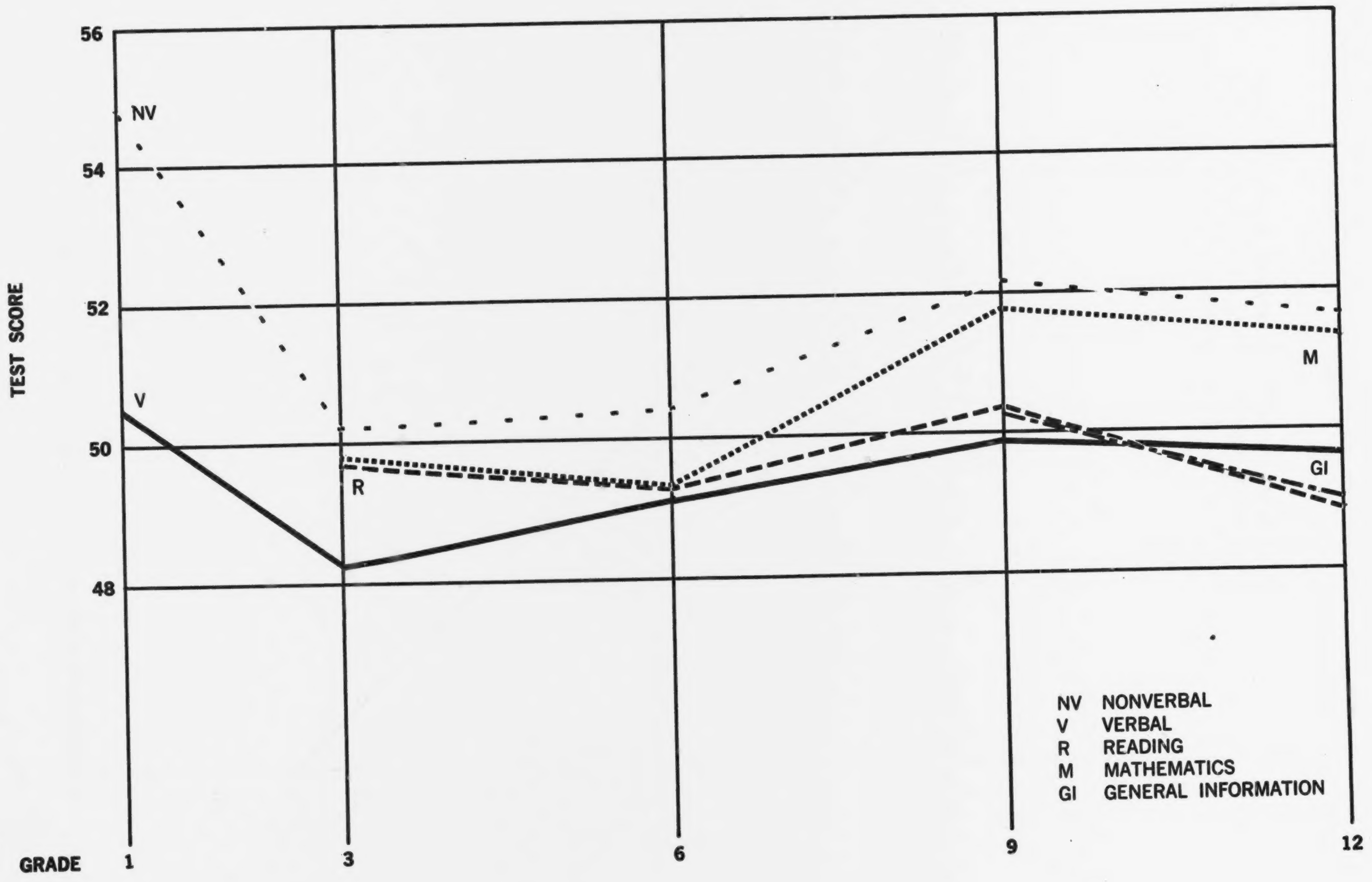
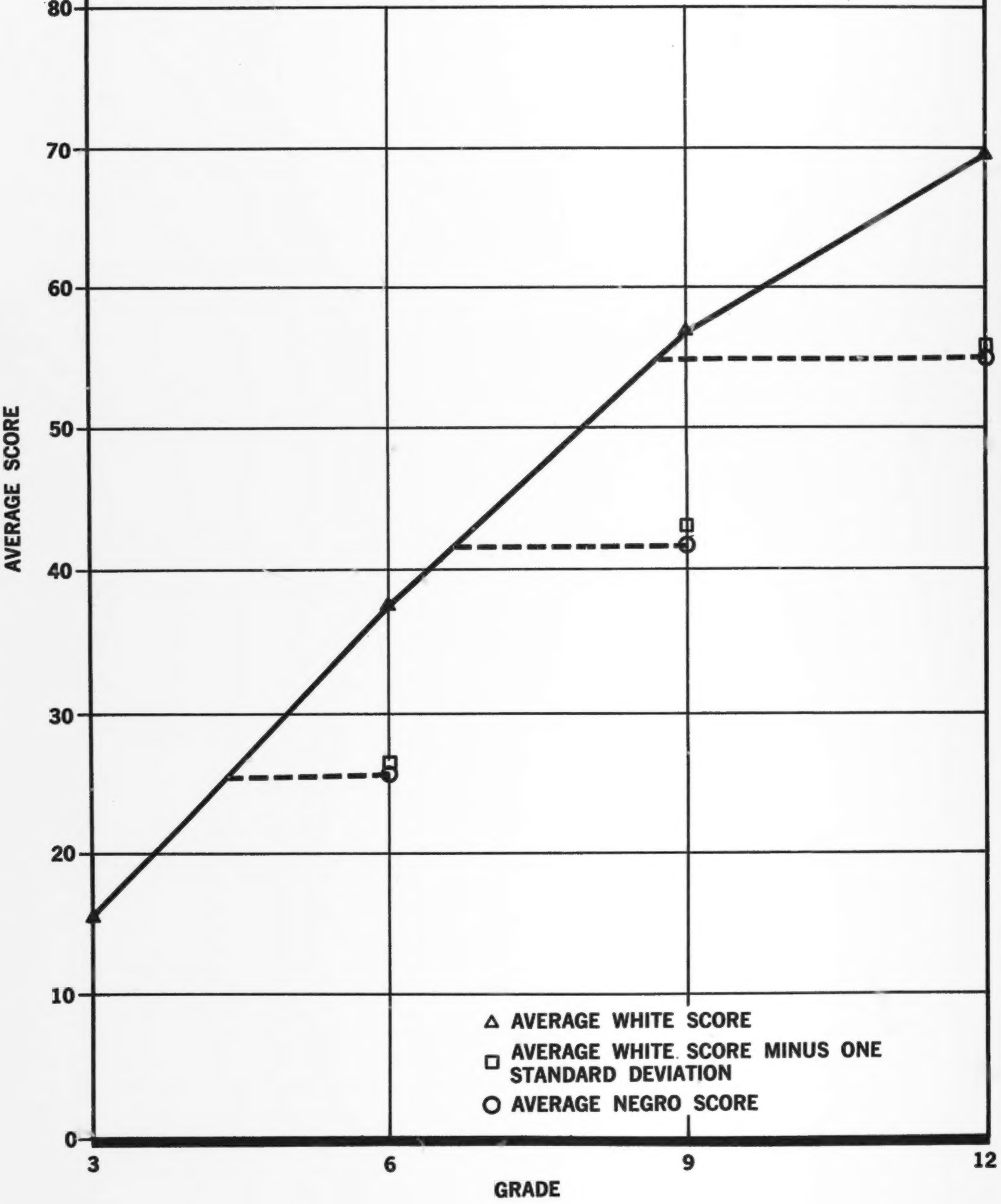


FIGURE 3.121.1

VERBAL ABILITY

AVERAGE SCORES FOR WHITES AND NEGROES IN THE METROPOLITAN AREAS—NORTHWEST REGION—GRADES 6, 9 & 12—PROJECTED SCORE FOR WHITES IN GRADE 3



the handicap with which they begin; but if so, that opportunity is not widespread enough to reduce the gap that exists between them and the white majority. In fact, in some areas of the country, notably the South and Southwest, the opportunities are not even enough for Negroes to maintain their position relative to that of whites. Thus in these areas, their relative position deteriorates over the 12 years of school

3.121 Grade level in school.—The relative achievement of students on standard tests is often expressed in different terms from those above; that is, in terms of grade level achievement, rather than number of standard deviations difference in scores. These two measures of difference between average scores of groups (or between scores of individuals) are quite different, and it is important to note this difference.

For a grade level comparison to be made, it is necessary to have the tests in different grades linked, so that scores at each grade level can be expressed in the same units. Three of the tests at grades 6, 9, and 12 were scored in such a way that scores (before standardization to a 50-average, 10-standard deviation) were expressed in the same units for all three grades levels. As a consequence, it is possible to examine the grade-level differences for the standard-deviation differences discussed above.

Figures 3.121.1, 3.121.2, and 3.121.3 show the average scale scores before transformation, for Negroes and whites in the metropolitan Northeast, for verbal ability, reading comprehension, and mathematical achievement for these three grades. The line for whites has been extended downwards to grade 3.[1] The scores in verbal ability (figure 3.121.1) will be used for illustration. The Negroes are almost exactly one standard deviation below the whites in this region at each grade level (using the standard deviation of the whites' scores as the measure). The point one standard deviation below the average white score is shown on the graph. But a horizontal line from the average Negro score to the line representing the whites' score shows that the lag of Negro scores in terms of years behind grade level is progressively greater. At grade 6, the average Negro is approximately 1⅔ years behind the average white. At grade 9, he is approximately 2¼ years behind that of the average white. At grade 12, he is approximately 3¼ years behind the average white.

A similar increase in the grade-level difference is shown by the other two tests. On all three of these tests, Negroes in the metropolitan Northeast become progressively further behind whites in the region as they go from grade 6 to grade 12. A similar result holds for Negroes in all regions, despite the constant difference in number of standard deviations. Their achievement scores become a progressively greater number of years behind the whites from grade 6 to grade 12.

How can these two measures give such different results? The answer lies in the different meaning of a standard deviation at these grades. At the earlier grades, a standard deviation in white scores represents a smaller number of grade levels or years than it does at higher grades. Or in other words, the whites themselves are much more widely dispersed in terms of grade levels at the higher grades than at the lower ones. Again, to use verbal scores in the metropolitan Northeast as an illustration: at grade 6, about 15 percent of the whites are one standard deviation, or 1⅔ years, behind the white average; at grade 12, 15 percent of the whites are one standard deviation, or three and a quarter years behind the white average.

Thus in one sense it is meaningful to say the Negroes in the metropolitan Northeast are the same distance below the whites at these three grades—that is, relative to the dispersion of the whites themselves. In another sense, in terms of grade level or year differences, the difference increases from grades 6 to 12.

Tables 3.121.1, 3.121.2, and 3.121.3 show for all regions and for all three of these tests the differences between whites in the metropolitan Northeast and all other groups at each grade.

This analysis of achievement test results indicates the ecology of educational disadvantage experienced by particular minority groups in the United States. A cautionary word must again be added: these are not the only results of schooling, but simply the most tangible ones, and the ones increasingly important for success in our society. Partial and incomplete though these results may be, they show in stark outline the differential skills with which different racial and ethnic—as

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[1] This was done by expressing the grade 9 average in terms of standard deviations below grade 12; grade 6 in terms of standard deviations below grade 9; and then assuming that the number of standard deviations below grade 6 that grade 3 would lie is as much greater than the 9 to 6 difference in standard deviations as the 9 to 6 difference is greater than the 12 to 9 difference.

Table 3.121.1.—Verbal ability: Number of standard deviations below and number of grade levels behind the average white in metropolitan Northeast, for all groups

Race and area	Standard deviation below			Grade levels behind		
	6	9	12	6	9	12
White, nonmetropolitan:						
South	0.4	0.5	0.5	0.7	1.0	1.5
Southwest	.2	.2	.2	.3	.4	.8
North	.1	.2	.3	.2	.4	.9
White, metropolitan:						
Northeast	----------	----------	----------	----------	----------	----------
Midwest	.1	.0	.1	.1	.0	.4
South	.3	.2	.3	.5	.5	.9
Southwest	.3	.3	.2	.5	.6	.7
West	.2	.1	.1	.3	.3	.5
Negro nonmetropolitan:						
South	1.5	1.7	1.9	2.5	3.9	5.2
Southwest	1.3	1.5	1.7	2.0	3.3	4.7
North	1.2	1.2	1.4	1.9	2.7	4.2
Negro, metropolitan:						
Northeast	1.0	1.1	1.1	1.6	2.4	3.3
Midwest	1.0	1.0	1.1	1.7	2.2	3.3
South	1.3	1.4	1.5	2.0	3.0	4.2
Southwest	1.2	1.4	1.5	1.9	2.9	4.3
West	1.2	1.2	1.3	1.9	2.6	3.9
Mexican American	1.3	1.1	1.1	2.0	2.3	3.5
Puerto Rican	1.7	1.3	1.2	2.7	2.9	3.6
Indian American	1.1	1.0	1.1	1.7	2.1	3.5
Oriental American	.6	.4	.5	.9	1.0	1.6

Table 3.121.2.—Reading comprehension: Number of standard deviations below and number of grade levels behind the average white in metropolitan Northeast, for all groups

Race and area	Standard deviation below			Grade levels behind		
	6	9	12	6	9	12
White, nonmetropolitan:						
South	0.2	0.3	0.3	0.5	0.8	1.0
Southwest	.1	.1	.1	.1	.3	.5
North	.1	.1	.1	.2	.3	.5
White, metropolitan:						
Northeast	----------	----------	----------	----------	----------	----------
Midwest	0	0	.1	.1	.1	.3
South	.1	.2	.1	.3	.4	.4
Southwest	.2	.2	.1	.4	.7	.4
West	.1	.2	.2	.2	.5	.8
Negro, nonmetropolitan:						
South	1.2	1.4	1.6	2.7	3.7	4.9
Southwest	1.0	1.2	1.4	2.4	3.3	4.5
North	1.0	1.0	1.2	2.2	2.6	3.8
Negro, metropolitan:						
Northeast	.8	.9	.8	1.8	2.6	2.9
Midwest	.8	.8	.8	1.8	2.3	2.8
South	.9	1.1	1.2	2.1	3.0	3.9
Southwest	.9	1.2	1.3	2.1	3.0	4.1
West	.9	1.1	1.2	2.1	3.1	3.8
Mexican-American	1.0	1.0	1.0	2.4	2.6	3.3
Puerto Rican	1.4	1.2	1.1	3.1	3.3	3.7
Indian American	.9	.8	1.0	2.0	2.3	3.2
Oriental American	.4	.3	.5	1.0	.9	6.1

Table 3.121.3.—Math achievement: Number of standard deviations below and number of grade levels behind the average white in metropolitan Northeast, for all groups

Race and area	Standard deviation below			Grade levels behind		
	6	9	12	6	9	12
White, nonmetropolitan:						
South	0.4	0.3	0.2	0.7	0.9	1.4
Southwest	.2	.1	.1	.3	.3	.8
North	.1	.0	.1	.2	.1	.8
White, metropolitan:						
Northeast	----	----	----	----	----	----
Midwest	.0	.0	.0	.1	.0	.1
South	.2	.2	.2	.4	.6	1.2
Southwest	.3	.2	.1	.6	.7	.6
West	.1	.1	.1	.3	.3	.8
Negro, nonmetropolitan:						
South	1.4	1.3	1.4	2.6	3.7	6.2
Southwest	1.3	1.2	1.2	2.4	3.2	5.6
North	1.2	1.0	1.1	2.2	2.8	5.2
Negro, metropolitan:						
Northeast	1.1	1.0	1.1	2.0	2.8	5.2
Midwest	1.1	.9	1.0	2.1	2.5	4.7
South	1.3	1.1	1.2	2.4	3.1	5.6
Southwest	1.3	1.1	1.2	2.3	3.0	5.7
West	1.3	1.1	1.1	2.4	3.1	5.3
Mexican American	1.2	.9	.8	2.2	2.6	4.1
Puerto Rican	1.5	1.2	1.0	2.8	3.4	4.8
Indian American	1.1	.8	.7	2.0	2.4	3.9
Oriental American	.5	.1	.1	1.0	.4	.9

well as regional—groups are equipped at the end of public schooling.

Obviously, a large part of this disadvantage arises from the background cultures from which these groups came. A Negro in the rural South lives in a cultural world for which the skills taught in schools appear to be largely irrelevant. As he grows up, these skills will become relevant, particularly if he is to move into the larger society.

Another part of the educational disadvantage derives directly from the kind of schooling to which he is exposed. By failing to provide him with the same opportunities as those provided by other schools, the school he attends presents him with an immediate disadvantage. Beyond this, if his school does not attempt or fails in the attempt to compensate for the cultural disadvantages with which he begins school, he can expect to start his adult life with the handicap given him by the culture in which he resides, compounded by the missed opportunities in schooling that this handicap has caused.

In order to give some idea of the kinds of increments to present schooling that will provide most gain, the first order of business is to gain some insight into the cultural differences among these various groups of children. The means of doing so in this survey is imprecise, based as it is on questionnaire responses from the children themselves. Nevertheless, it will give some ideas about the principal areas of difference between these groups who achieve at such different levels in school.

3.13 Aspirations and motivation

The orientations of the children themselves are important indicators of both school and family environments. For these orientations—how they feel about themselves, their motivations in school, their aspirations toward further education and toward desirable occupations—are partly a result of the home, and partly a result of the school. They play a special role, for they are in part an outcome of education, and in part a factor which propels the child toward further education and achievement. Consequently, they will be examined later in this section in both these capacities: as a factor affected by the school, and as a factor that itself affects school achievement. For

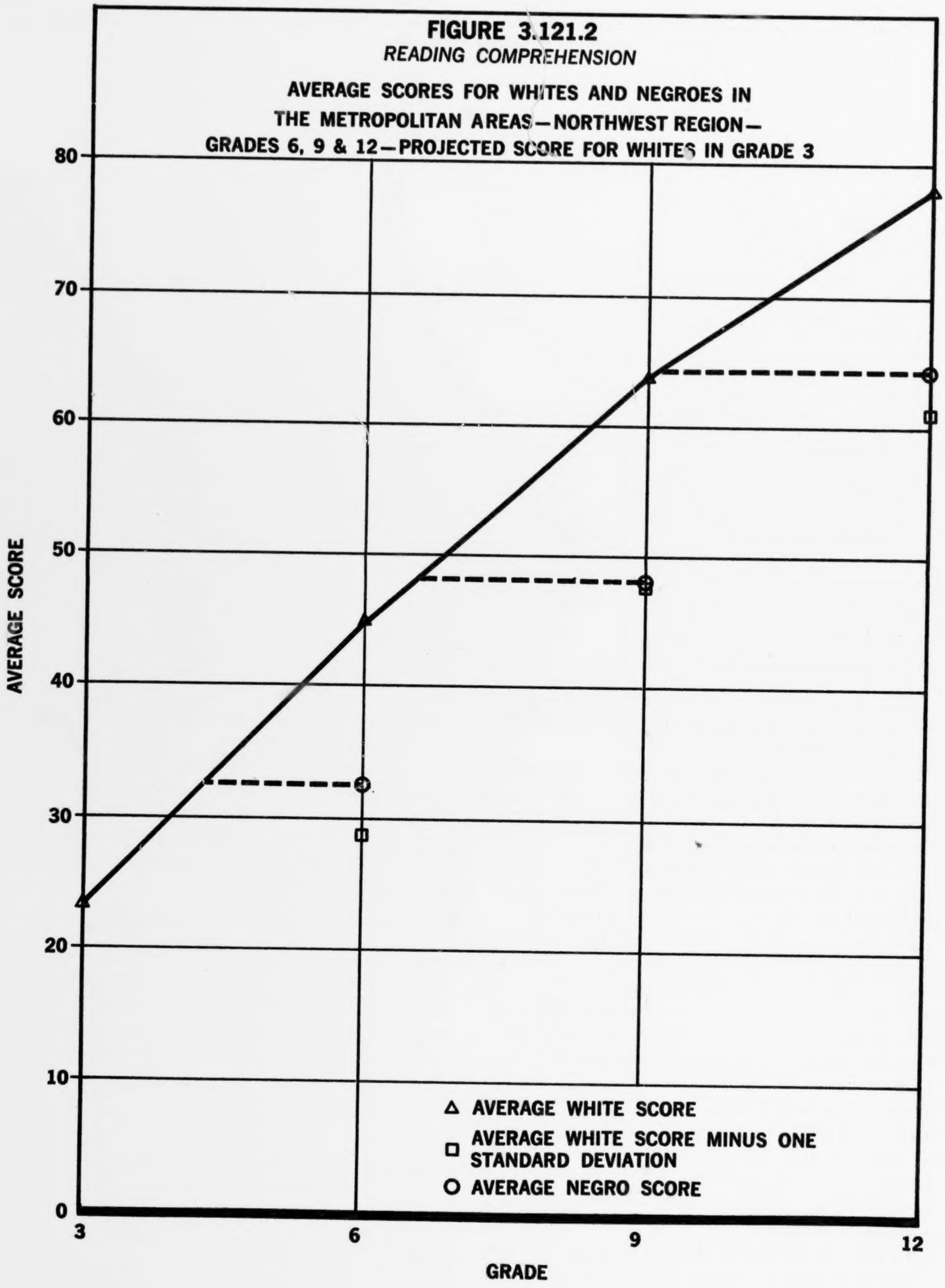


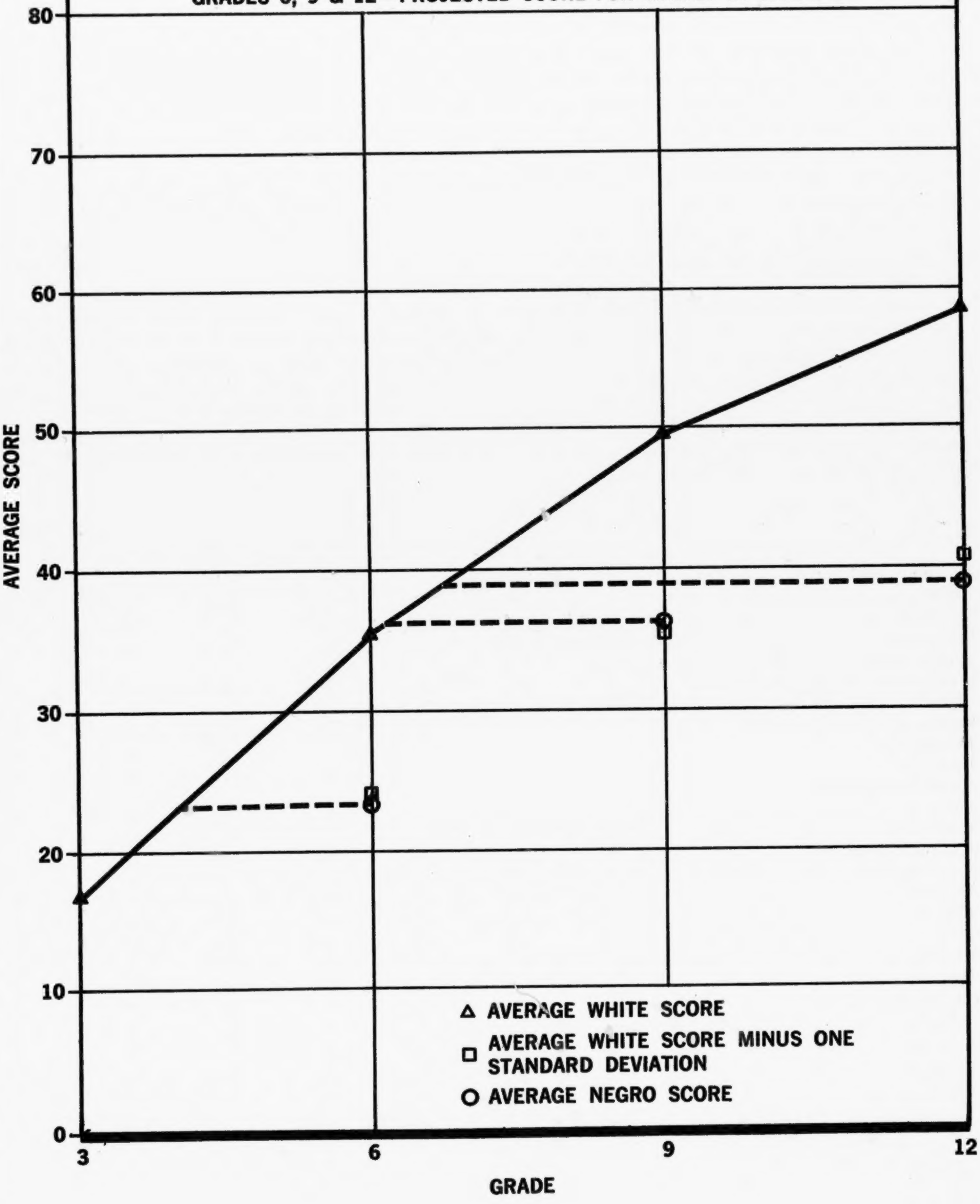
FIGURE 3.121.2
READING COMPREHENSION

AVERAGE SCORES FOR WHITES AND NEGROES IN THE METROPOLITAN AREAS—NORTHWEST REGION—GRADES 6, 9 & 12—PROJECTED SCORE FOR WHITES IN GRADE 3

FIGURE 3.121.3

MATH ACHIEVEMENT

AVERAGE SCORES FOR WHITES AND NEGROES IN THE METROPOLITAN AREAS—NORTHWEST REGION—GRADES 6, 9 & 12—PROJECTED SCORE FOR WHITES IN GRADE 3



quite clearly, if a school does not motivate its students toward learning, it can hardly expect achievement from them. At this point, we shall merely give an overview of the orientations and motivations shown by students in these different racial and ethnic groups and for Negroes and whites, in the different regions.

When asked the question, "If something happened and you had to stop school now, how would you feel," nearly half the 12th grade students responded that they "would do almost anything to stay in school" (table 3.13.1). All groups were similar in this. Negroes and whites were slightly higher than the others, and only Puerto Rican children indicated in any number (15.9 percent) that they would like to quit school. There is little regional variation, except that for both Negroes and whites, both in and outside metropolitan areas, the reported motivation to stay in school is slightly higher in the South and Southwest than in the North and West.

When asked about whether they wanted to be good students, a higher proportion of Negroes than any other group—over half—reported that they wanted to be one of the best in the class (table 3.13.2). In every region, a considerably higher proportion of Negroes than of whites gave this response. And again, as in the preceding question, both Negroes and whites more often showed this high level of motivation in the South and Southwest—15 to 20 percent more among the Negroes, and 10 to 15 percent more among the whites. Puerto Ricans again were unique in the proportion who responded that they were satisfied just to get by.

Negroes report also more studying outside school than any group except the Oriental Americans (table 3.13.3). Here again, they—though not the whites—report more studying in the South and Southwest than in any other region.

Negroes report a sharply lower frequency of staying away from school because they "didn't want to come" than do whites, in every region of the country (table 3.13.4), matched only

Table 3.13.1.—Percentage distribution of replies of 12th-grade pupils to question about possibility of having to stop school now for white and Negro pupils in metropolitan and nonmetropolitan areas by region, and for selected minority groups for the United States, fall 1965

Race and area	Like to quit	Don't care	Would be disappointed	Try hard to continue	Do anything to stay	Nonresponse
White, nonmetropolitan:						
South	1	2	11	35	50	0
Southwest	2	2	10	35	50	1
North and West	2	4	12	38	44	1
White, metropolitan:						
Northeast	2	4	12	36	47	1
Midwest	2	5	12	37	43	1
South	1	2	8	35	54	1
Southwest	1	3	10	39	47	0
West	2	5	12	37	44	1
Negro, nonmetropolitan:						
South	1	1	15	32	49	1
Southwest	2	1	15	35	46	2
North and West	2	3	15	36	43	1
Negro, metropolitan:						
Northeast	2	2	13	33	47	2
Midwest	2	3	14	36	44	1
South	1	1	14	31	48	2
Southwest	3	1	14	31	50	2
West	3	5	17	37	35	3
Mexican Americans, total	6	5	15	36	37	2
Puerto Ricans, total	15	5	13	29	35	4
Indian Americans, total	4	7	17	35	36	2
Oriental Americans, total	4	4	12	34	44	1
Other, total	11	8	15	30	33	3
Total, all races	2	4	12	36	45	2

Source: U-59.

Table 3.13.2.—Percentage distribution of replies of 12th grade pupils concerning their desired rank in scholarship, for white and Negro pupils in metropolitan and nonmetropolitan areas by region, and for selected minority groups for the United States, fall 1965

Race and area	One of the best students in class	Above middle	Middle	Just to get by	Don't care	Nonresponse
White, nonmetropolitan:						
South	46	35	15	2	1	1
Southwest	48	34	13	2	1	1
North and West	35	42	18	3	1	1
White, metropolitan:						
Northeast	36	41	18	3	1	1
Midwest	33	45	17	2	1	1
South	45	39	13	2	1	1
Southwest	45	36	16	2	1	0
West	35	46	14	2	1	1
Negro, nonmetropolitan:						
South	69	20	7	1	1	2
Southwest	68	22	7	2	1	2
North and West	48	30	16	3	1	1
Negro, metropolitan:						
Northeast	48	32	13	4	1	2
Midwest	48	36	13	2	2	1
South	63	22	8	2	1	4
Southwest	70	21	6	2	1	2
West	50	30	12	3	2	3
Mexican Americans, total	33	34	20	6	5	3
Puerto Ricans, total	36	26	14	7	13	4
American Indians, total	38	33	17	6	4	3
Oriental Americans, total	46	37	10	3	3	1
Other, total	35	29	16	6	13	3
Total, all races	40	38	15	3	2	2

Source: U-60.

by the Oriental Americans. The regional differences show a similar pattern to the previous questions, with slightly less voluntary absenteeism in the South and Southwest for both Negroes and whites. Also, for both Negroes and whites, students from the nonmetropolitan areas report slightly less such absenteeism than do those in the metropolitan areas.

Consistent with the general pattern of Negro-white differences in the preceding questions, slightly fewer Negroes than whites report having read no books during the past summer (table 3.13.5).

Turning to college plans and aspirations, the pattern is slightly different. A smaller proportion of Negroes than of whites report wanting to go no further than high school, in each region, though a slightly smaller proportion report wanting to finish college or go beyond (table 3.13.6). More Negroes report wanting to go to technical, nursing, or business school after college. Among the other groups, the Oriental Americans show by far the highest aspirations toward college of any group in the entire sample, 64 percent reporting wanting to finish college or go beyond.

The concrete plans for college next year expressed by these students show two tendencies in comparing Negroes with whites: fewer Negroes have definite plans for college, but fewer have definite plans not to attend (table 3.13.7). This indicates the lesser concreteness in Negroes' aspirations, the greater hopes, but lesser plans.

The greater uncertainty in Negro students' plans about college than those of whites is shown also in the lower proportion who have seen a college catalog or written to a college (tables 3.13.8, 3.13.9).

Among both Negroes and whites, more in the West plan to attend college than in other regions. More Negroes in the South and Southwest plan to attend than in the Northeast and Midwest. The

Table 3.13.3.—Percentage distribution of replies of 12th-grade pupils concerning the time they spend on an average school day studying outside of school, for white, and Negro pupils in metropolitan and nonmetropolitan areas, by region, and for selected minority groups for the United States, fall 1965

Race and area	No time spent studying outside of school	½-hour	1 hour	1½ hours	2 hours	3 hours	4 or more	Nonresponse
White, nonmetropolitan:								
South	8	9	19	17	24	17	6	1
Southwest	8	10	18	17	24	16	6	1
North and West	9	10	20	17	24	15	6	1
White, metropolitan:								
Northeast	7	8	17	16	25	19	7	1
Midwest	9	11	21	18	22	14	5	1
South	6	8	18	17	24	18	9	1
Southwest	8	10	19	17	23	16	6	1
West	6	9	19	17	25	16	7	1
Negro, nonmetropolitan:								
South	6	9	14	14	23	20	12	2
Southwest	4	8	13	15	23	20	16	2
North and West	7	8	16	17	24	17	10	1
Negro, metropolitan:								
Northeast	7	7	13	14	24	21	12	2
Midwest	7	9	17	16	24	18	9	1
South	5	7	13	13	25	21	13	4
Southwest	5	7	14	13	25	20	13	2
West	8	8	16	14	24	18	9	4
Mexican Americans, total	12	10	19	14	21	14	8	2
Puerto Ricans, total	17	11	15	13	20	12	9	3
American Indians, total	13	12	23	15	18	12	5	3
Oriental Americans, total	5	5	12	14	22	21	21	1
Other, total	16	11	14	14	17	13	12	3
Total, all races	2	9	18	16	23	16	7	2

Source: U-61.

groups other than Negroes, whites, and Oriental Americans show by all indices fewer with hopes or plans for college.

The very high educational aspirations of all groups is shown by the equally high occupational aspirations (table 3.13.10).[2] For every group, by far the largest category of occupation indicated as the one they "think they will have" is professional. Overall, 35 percent of the 12th-grade students report planning to have a professional occupation—though only the whites (in seven regions)—and the Oriental Americans are above this overall average.

For each group, the proportion with this aspiration is unrealistically high, since professionals constitute only 13 percent of the total labor force in this country. But again the question shows the high educational and occupational aspirations that students in all these groups have.

Altogether, the responses that these children gave to questions about their present motivation in school and their future plans show some rather unexpected differences between groups. Apart from the generally high levels for all groups, the most striking differences are the especially high level of motivation, interest, and aspirations reported by Negro students. These data are difficult to reconcile with the facts of Negroes' lower rates of completion of school, and lower college-going rate. They appear to show at least one thing: Negroes are especially strongly oriented toward the school as a path for mobility. This finding is consistent with other research that has shown greater aspirations for college among Negroes than among whites of comparable economic levels. But the results suggest as well a considerable lack of realism in aspirations, espe-

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[2] The high proportion of nonresponses for some groups in this and subsequent tables in this section arises because these questions were near the end of the questionnaire, and some students, particularly in low-achieving groups, did not finish the questionnaire.

Table 3.13.4.—Percentage distribution of replies of 12th-grade pupils concerning number of days they stayed away from school last school year just because they did not want to come, for white and Negro pupils in metropolitan and nonmetropolitan areas by region, and for selected minority groups for the United States, fall 1965

Race and area	None	1 or 2 days	3-6 days	7-15 days	16 or more days	Nonresponse
White, nonmetropolitan:						
South	75	19	3	1	2	1
Southwest	73	19	3	1	2	1
North and West	65	24	6	2	2	1
White, metropolitan:						
Northeast	61	28	7	2	2	1
Midwest	66	24	6	2	2	1
South	69	22	4	2	3	1
Southwest	69	23	5	1	1	1
West	56	27	8	3	4	2
Negro, nonmetropolitan:						
South	84	10	2	1	1	2
Southwest	86	9	2	1	0	2
North and West	72	19	2	1	3	1
Negro, metropolitan:						
Northeast	68	21	5	2	2	2
Midwest	73	18	4	2	2	1
South	78	13	2	1	1	5
Southwest	77	16	2	1	2	2
West	64	19	7	3	3	4
Mexican Americans, total	59	23	7	3	7	2
Puerto Ricans, total	53	18	6	3	16	4
American Indians, total	60	22	7	3	6	2
Oriental Americans, total	76	14	4	2	3	1
Other, total	53	20	7	5	12	4
Total, all races	66	22	5	2	3	2

Source: U-63.

cially among Negroes whose responses deviate most from actual rates of college-going and completion of high school.

There is another set of orientations of these children that may be important both as a factor affecting their school achievement and as a consequence of school for achievement in later life. These are general attitudes toward themselves and their environment. In this survey, two such attitudes have been studied. The first is the child's sense of his own ability, his "self-concept." If a child's self-concept is low, if he feels he cannot succeed, then this will affect the effort he puts into the task and thus, his chance of success. It is true, of course, that his self-concept is affected by his success in school and it is thus hard to discover the effect of self-concept upon achievement. But as a factor in its own right, it is an important outcome of education.

Three questions were used at the 12th- and 9th-grade levels to obtain an indication of the child's self-concept. These are:

(1) How bright do you think you are in comparison with the other students in your grade (table 3.13.11).

(2) Agree or disagree: I sometimes feel that I just can't learn (table 3.13.12).

(3) Agree or disagree: I would do better in schoolwork if teachers didn't go so fast (table 3.13.13).

In general, the responses to these questions do not indicate differences between Negroes and whites, but do indicate differences between them and the other minority groups. Negroes and whites show similar levels of response to these items, though there are variations among regions. Each of the other groups shows lower self-concept on each of these questions than does either the Negro sample or the white sample.

Table 3.13.5.—Percentage distribution of replies of 12th-grade pupils regarding the number of books read during the summer of 1965, for white and Negro pupils in metropolitan and nonmetropolitan areas by region, and for selected minority groups for the United States, fall 1965

Race and area	No books read	1–5 books	6–10 books	11–15 books	16–20 books	21 or more books	Nonresponse
White, nonmetropolitan:							
South	26	42	14	7	4	6	1
Southwest	27	43	14	6	3	7	0
North and West	25	46	14	6	4	5	1
White, metropolitan:							
Northeast	21	50	16	6	3	4	1
Midwest	26	45	14	6	4	5	1
South	27	43	14	6	4	6	1
Southwest	28	41	14	5	3	7	1
West	25	46	15	6	3	5	1
Negro, nonmetropolitan:							
South	17	46	17	8	5	5	2
Southwest	18	49	16	8	3	4	2
North and West	24	44	17	5	4	5	2
Negro, metropolitan:							
Northeast	19	47	17	7	4	4	2
Midwest	25	47	14	5	4	5	1
South	17	47	17	8	4	4	3
Southwest	20	47	18	6	3	5	2
West	24	42	15	7	3	6	3
Mexican Americans, total	32	39	13	5	4	6	2
Puerto Ricans, total	28	39	13	6	4	7	3
American Indians, total	27	38	14	8	4	7	2
Oriental Americans, total	26	43	15	7	3	6	1
Other, total	27	37	13	7	4	10	3
Total, all races	24	45	14	6	4	5	2

Source: U–57.

Table 3.13.6.—Percentage distribution of replies of 12th-grade pupils on "How far do you want to go in school?", for white and Negro pupils in metropolitan and nonmetropolitan areas by region, and for selected minority groups for the United States, fall 1965

Race and area	Does not want to finish high school	Want to finish high school	Want to go to a technical school	Desire some college training	Want to finish college	Want to do professional or graduate work	Nonresponse
White, nonmetropolitan:							
South	1	16	30	9	30	13	0
Southwest	1	11	19	10	39	20	1
North and West	2	16	28	12	28	14	1
White, metropolitan:							
Northeast	1	13	24	9	32	21	1
Midwest	1	16	25	11	30	17	1
South	1	10	26	10	35	18	0
Southwest	1	13	21	11	35	19	1
West	1	9	17	17	33	22	1
Negro, nonmetropolitan:							
South	4	10	34	9	27	16	1
Southwest	2	6	29	10	30	22	2
North and West	3	14	37	11	19	14	1
Negro, metropolitan:							
Northeast	3	10	34	10	24	18	1
Midwest	3	7	32	12	27	19	1
South	3	8	29	7	29	22	2
Southwest	3	7	25	8	34	21	1
West	3	8	24	21	28	13	2
Mexican Americans, total	5	19	26	17	21	11	2
Puerto Rican, total	13	18	23	12	18	14	3
American Indians, total	3	11	37	12	22	13	2
Oriental Americans, total	2	4	20	9	33	31	1
Other, total	9	13	27	10	20	17	4
Total, all races	2	13	26	11	30	17	2

Source: U-49.

Table 3.13.7.—Percent of 12th-grade pupils planning to go to college next year, for white and Negro pupils in metropolitan and nonmetropolitan areas by region, and for selected minority groups for the United States, fall 1965

Race and area	Definitely yes	Probably yes	Probably not	Definitely not	Nonresponse
White, nonmetropolitan:					
South	35	25	24	16	1
Southwest	50	23	17	9	1
North and West	35	26	22	17	1
White, metropolitan:					
Northeast	46	22	16	16	1
Midwest	37	25	21	16	1
South	41	26	19	13	0
Southwest	40	30	20	11	0
West	55	27	11	6	1
Negro, nonmetropolitan:					
South	30	38	22	8	2
Southwest	41	41	12	5	1
North and West	22	33	29	15	1
Negro, metropolitan:					
Northeast	31	31	24	13	2
Midwest	33	38	21	8	1
South	35	36	19	8	3
Southwest	43	34	17	5	2
West	48	37	9	3	3
Mexican Americans, total	26	34	24	15	2
Puerto Ricans, total	26	27	23	22	3
American Indians, total	27	35	25	12	2
Oriental Americans, total	53	29	11	8	1
Other, total	32	29	19	17	4
Total, all races	38	27	20	14	2

Source: U-56.

Table 3.13.8.—Percent of 12th-grade pupils who report whether they have ever read a college catalog, for white and Negro pupils in metropolitan and nonmetropolitan areas by region, and for selected minority groups for the United States, fall 1965

Race and area	Have read a catalog	Have not read a catalog	Nonresponse
White, nonmetropolitan:			
South	58	42	0
Southwest	64	36	0
North and West	57	43	0
White, metropolitan:			
Northeast	73	27	1
Midwest	59	41	0
South	67	33	0
Southwest	63	37	1
West	65	34	1
Negro, nonmetropolitan:			
South	49	49	1
Southwest	54	44	2
North and West	51	48	1
Negro, metropolitan:			
Northeast	59	39	2
Midwest	55	44	1
South	57	41	3
Southwest	59	39	1
West	54	43	3
Mexican Americans, total	46	52	2
Puerto Ricans, total	45	52	3
Indian Americans, total	50	48	2
Oriental Americans, total	70	29	1
Other, total	55	42	3
Total, all races	60	39	1

Source: U-54.

Table 3.13.9.—Percent of 12th-grade pupils who replied whether they have ever written to or talked to a college official about going to college, for white and Negro pupils in metropolitan and nonmetropolitan areas by region, and for selected minority groups for the United States, fall 1965

Race and area	Have consulted college officials	Have not consulted college officials	Nonresponse
White, nonmetropolitan:			
South	38	62	0
Southwest	38	62	0
North and West	33	67	0
White, metropolitan:			
Northeast	46	54	0
Midwest	35	65	0
South	44	56	0
Southwest	30	69	0
West	30	69	1
Negro, nonmetropolitan:			
South	22	77	1
Southwest	23	76	2
North and West	26	74	1
Negro, metropolitan:			
Northeast	32	66	2
Midwest	25	74	1
South	24	73	3
Southwest	26	73	2
West	25	72	3
Mexican Americans, total	22	76	2
Puerto Ricans, total	25	72	3
Indian Americans, total	26	72	1
Oriental Americans, total	33	66	1
Other, total	29	68	3
Total, all races	34	65	1

Source: U-55.

Table 3.13.10.—Percentage distribution of 12th-grade pupils wno reported the type of job they think they will have when they finish their education, for white and Negro pupils in metropolitan and nonmetropolitan areas by region, and for selected minority groups for the United States, fall 1965

Race and area	Technical	Official	Managerial	Semi-skilled worker	Salesman	Farm-owner	Farm-worker	Laborer	Professional	Skilled worker	Don't know	Nonresponse
White, nonmetropolitan:												
South	6	2	5	20	1	2	0	1	31	8	21	4
Southwest	7	2	4	15	1	3	0	0	38	6	18	6
North and West	7	2	4	18	1	3	0	1	34	8	18	4
White, metropolitan:												
Northeast	7	2	4	16	1	1	0	1	46	5	14	4
Midwest	8	2	5	17	1	1	0	1	37	8	16	4
South	8	2	5	18	1	1	0	0	37	6	16	6
Southwest	6	2	4	17	1	2	0	0	37	8	17	6
West	8	2	4	16	1	1	0	0	38	6	15	9
Negro, nonmetropolitan:												
South	6	4	5	13	1	1	0	1	25	7	19	19
Southwest	8	2	5	12	1	1	0	1	26	6	18	20
North and West	5	3	4	21	0	1	0	2	26	12	17	11
Negro, metropolitan:												
Northeast	8	4	3	20	1	1	0	1	31	4	10	18
Midwest	9	2	3	18	1	0	0	2	31	6	13	14
South	6	2	3	12	0	0	0	1	27	7	13	28
Southwest	7	5	5	12	0	0	0	1	28	10	13	20
West	7	2	2	19	1	0	0	1	22	5	9	31
Mexican Americans, total	6	3	5	17	1	1	1	2	18	10	21	16
Puerto Ricans, total	7	4	3	15	1	2	2	3	21	5	16	22
Indian Americans, total	8	3	3	12	0	2	0	1	21	12	25	13
Oriental Americans, total	7	2	4	11	1	1	1	1	43	7	15	8
Other, total	10	3	6	13	1	2	1	1	23	6	20	16
Total, all races	7	2	4	17	1	1	0	1	35	7	17	9

Source: U-115.

Table 3.13.11.—Percentage distribution of replies of 12th-grade pupils concerning how bright they think they are in comparison with other students in the same grade, for white and Negro pupils in metropolitan and nonmetropolitan areas by region, and for selected minority groups for the United States, fall 1965

Race and Area	Among the brightest	Above average	Average	Below average	Among the lowest	Nonresponse
White, nonmetropolitan:						
South	12	33	50	3	1	2
Southwest	13	38	42	3	0	3
North and West	11	37	46	4	1	2
White, metropolitan:						
Northeast	12	37	46	3	1	2
Midwest	11	40	44	4	1	2
South	11	37	46	3	1	2
Southwest	13	38	45	2	1	3
West	13	44	37	3	1	4
Negro, nonmetropolitan:						
South	17	25	47	3	0	8
Southwest	17	27	46	3	0	7
North and West	10	30	52	4	1	3
Negro, metropolitan:						
Northeast	8	29	52	3	1	7
Midwest	8	28	55	4	1	4
South	12	28	44	2	1	14
Southwest	15	31	42	1	0	10
West	9	33	40	3	1	13
Mexican Americans, total	8	22	53	7	3	7
Puerto Ricans, total	17	21	42	4	7	10
Indian Americans, total	11	20	53	8	2	6
Oriental Americans, total	11	40	40	3	2	3
Other, total	17	25	41	3	6	9
Total, all races	12	35	45	3	1	4

Source: U-91.

Table 3.13.12.—Percentage distribution of replies of 12th-grade pupils to the question—"I sometimes feel that I just can't learn"—for white and Negro pupils in metropolitan and nonmetropolitan areas by region, and for selected minority groups for the United States, Fall 1965

Race and area	Agree	Not sure	Dis-agree	Nonre-sponse
White, nonmetropolitan:				
South	37	15	45	2
Southwest	35	14	47	4
North and West	39	16	43	2
White, metropolitan:				
Northeast	39	15	43	2
Midwest	40	17	41	2
South	37	14	47	3
Southwest	39	13	44	5
West	38	16	41	5
Negro, nonmetropolitan:				
South	24	13	49	14
Southwest	21	15	50	15
North and West	31	16	48	6
Negro, metropolitan:				
Northeast	29	15	43	13
Midwest	34	15	42	9
South	23	11	42	23
Southwest	25	13	47	15
West	28	15	36	22
Mexican Americans, total	38	18	33	11
Puerto Ricans, total	37	18	30	15
Indian Americans, total	44	19	30	7
Oriental Americans, total	38	25	33	4
Other, total	38	18	33	11
Total, all races	37	15	42	6

Source: U-108.

Table 3.13.13 —Percentage distribution of replies of 12th-grade pupils to the question—"I would do better in school if teachers didn't go so fast"—for white and Negro pupils in metropolitan and nonmetropolitan areas by region, and for selected minority groups for the United States, Fall 1965

Race and area	Agree	Not sure	Dis-agree	Nonre-sponse
White, nonmetropolitan:				
South	25	26	47	2
Southwest	24	22	50	4
North and West	23	26	49	2
White, metropolitan:				
Northeast	22	24	52	2
Midwest	24	25	49	2
South	24	25	48	3
Southwest	25	24	47	5
West	21	23	50	5
Negro, nonmetropolitan:				
South	22	24	40	14
Southwest	19	23	43	15
North and West	23	28	43	7
Negro, metropolitan:				
Northeast	22	22	44	13
Midwest	21	25	44	10
South	20	20	36	24
Southwest	19	21	45	15
West	20	21	37	22
Mexican Americans, total	28	25	37	11
Puerto Ricans, total	31	23	31	15
Indian Americans, total	26	30	37	7
Oriental Americans, total	26	32	36	5
Other, total	21	27	41	11
Total, all races	23	25	47	6

Source: U-109.

It is puzzling to some analysts that the Negro children report levels of self-esteem as high as white when there is so much in their social environment to reduce the self-esteem of a Negro, and those analysts conjecture that these responses may not mean what their face value suggests. In any case it will be valuable to examine how school factors affect such self-esteem, because many of these children do report low level of self-esteem, and it is clear that experiences in school may have an effect upon this.

The second attitudinal factor that is included in this examination is the child's sense of control of his environment. If a child feels that his environment is capricious, or random, or beyond his ability to alter, then he may conclude that attempts to affect it are not worthwhile, and stop trying. Such a response to one's environment may be quite unconscious, but merely a general attitude that has developed through long experience. The particular relevance of this factor for groups that have been the subject of discrimination is that they have objectively had much less control of their environment than have members of the majority groups. This has been particularly true for Negroes.

Three items from the questionnaire are used to measure the child's sense of control of his environment—

(1) Agree or disagree: Good luck is more important than hard work for success (table 3.13.14).

(2) Agree or disagree: Every time I try to get ahead, something or somebody stops me (table 3.13.15).

(3) People like me don't have much of a chance to be successful in life (table 3.13.16).

On all these items, Negroes and other minority children show much lower sense of control of their environment than do whites. In metropolitan areas, about twice the proportion of Negroes as of whites give a low-control response to the "good luck" question. Outside metropolitan areas, the proportion is about three times as great. For the other minority groups, the low-control response is similarly high, being highest among the Puerto Ricans, and lowest among the Oriental Americans.

Similar differences are found between whites and the minority groups for the other two questions, though the differences are not quite as great. It is clear that the average child from each of these minority groups feels a considerably lower sense of control of his environment than does the average white child. It appears that the sense of control is lowest among Puerto Ricans, and among Negroes lowest for those outside metropolitan areas, and that except for the whites it is highest for the Oriental Americans.

As indicated earlier, there is an objective basis for this difference in feelings of control, since these minority children have less chance to control their environment than do the majority whites. What is not clear, however, is how much of this can be accounted for by school factors, how much by family difference, and how much by their general position in society. It also remains to be examined just how much effect this attitudinal factor has upon the child's achievement in school. Both of these questions will be examined in study of the effects of school.

Table 3.13.14.—Percent of 12th-grade pupils who reported that they feel that good luck is more important for success than is hard work, for white and Negro pupils in metropolitan and nonmetropolitan areas by region, and for selected minority groups for the United States, fall 1965

Race and area	Agree	Not sure	Disagree	Nonresponse
White, nonmetropolitan:				
South	4	6	89	2
Southwest	4	4	89	3
North and West	4	6	89	2
White, metropolitan:				
Northeast	4	7	88	2
Midwest	4	6	89	2
South	4	5	89	2
Southwest	4	5	87	4
West	4	7	84	5
Negro, nonmetropolitan:				
South	15	15	57	12
Southwest	14	15	59	12
North and West	14	17	64	5
Negro, metropolitan:				
Northeast	9	9	70	11
Midwest	9	11	73	7
South	10	11	60	20
Southwest	11	10	66	13
West	10	12	58	20
Mexican Americans, total	11	12	68	9
Puerto Ricans, total	19	15	53	14
Indian Americans, total	11	15	68	6
Oriental Americans, total	8	10	78	3
Other, total	14	16	62	9
Total, all races	6	7	82	5

Source: U-102.

Table 3.13.15.—Percentage distribution of replies of 12th-grade pupils to the question—"Every time I try to get ahead, something or somebody stops me"—for white and Negro pupils in metropolitan and nonmetropolitan areas by region, and for selected minority groups for the United States, fall 1965

Race and area	Agree	Not sure	Disagree	Nonresponse
White, nonmetropolitan:				
South	16	22	61	2
Southwest	14	19	64	4
North and West	14	20	64	2
White, metropolitan:				
Northeast	13	19	65	2
Midwest	15	22	62	2
South	14	19	65	3
Southwest	13	20	63	4
West	12	18	65	5
Negro, nonmetropolitan:				
South	22	22	44	12
Southwest	26	21	42	12
North and West	24	22	49	5
Negro, metropolitan:				
Northeast	21	20	48	12
Midwest	23	22	47	8
South	19	17	43	21
Southwest	23	22	42	13
West	21	19	41	20
Mexican Americans, total	23	22	46	10
Puerto Ricans, total	30	20	36	14
Indian Americans, total	27	28	39	7
Oriental Americans, total	18	31	47	4
Other, total	29	23	38	10
Total, all races	16	20	59	5

Source: U-103.

Table 3.13.16.—Percentage distribution of replies of 12th-grade pupils to the question—"People like me don't have much of a chance to be successful in life"—for white and Negro pupils in metropolitan and nonmetropolitan areas by region, and for selected minority groups for the United States, fall 1965

Race and area	Agree	Not sure	Disagree	Nonresponse
White, nonmetropolitan:				
South	6	12	80	2
Southwest	5	11	80	4
North and West	6	12	80	3
White, metropolitan:				
Northeast	5	11	81	3
Midwest	6	12	80	2
South	6	10	80	4
Southwest	4	11	80	5
West	6	12	77	5
Negro, nonmetropolitan:				
South	11	16	59	14
Southwest	11	16	58	15
North and West	15	19	60	7
Negro, metropolitan:				
Northeast	12	15	60	14
Midwest	13	16	62	10
South	10	12	54	24
Southwest	11	15	58	15
West	13	13	52	23
Mexican Americans, total	12	19	59	11
Puerto Ricans, total	19	19	46	15
Indian Americans, total	14	25	54	7
Oriental Americans, total	9	24	63	5
Other, total	15	22	52	12
Total, all races	7	13	74	6

Source: U-110.

3.2 Relation of school factors to achievement

Differences in educational outcomes of minority groups and whites in standard tests such as these may be viewed as one measure of the educational disadvantage suffered by these groups—a disadvantage stemming partly from the schools, partly from the community, partly from the home. There can be no doubt that this deficiency is a real and serious disadvantage, since these tests measured some of the major skills necessary for further education and for occupational advancement in modern society.

The amount of educational disadvantage is large indeed. It is largest for Negroes and Puerto Ricans, and smallest for Orientals. For Negroes, it is largest in the South outside metropolitan areas, and in those areas where it is largest, the amount of disadvantage grows notably as the child goes from grade 1 to grade 12. These facts themselves suggest something about the sources of difference in achievement, for it is in the parts of the country where schools have least resources that the educational disadvantage is largest to begin with and continues to grow. However, these results give only bare indications of the sources of disadvantage. How much arises from the home? How much arises from the community? How much arises from the school? What are the elements in the home and in the school that put some minority group children at such a disadvantage?

These questions will be studied by examining, within each of the racial and ethnic groups, the sources of educational disadvantage. In the analysis, a child's achievement is related to various possible explanatory factors in his school, as well as to other factors that are ordinarily related to achievement, such as his home background and his attitudes. Before examining the results, it is necessary to present briefly the manner in which statistical analysis relates achievement to a given factor when a number of other factors are operating at the same time. Figure 3.2.1 shows hypothetical data on pupil achievement scores. There are only a few scores given because the only purpose of this figure is to illustrate the method. The points are marked a, b, c, d, e, f, g, and h; and each one, let us assume, represents a score of a pupil from a different school with the height of the point above the horizontal line being the score (marked on the left vertical line). A great many factors cause these scores to be different: the pupil's ability and motivation, family interest and background, school characteristics, attitudes of the pupil's peers, his alertness on the day of the test, community attitudes which support of education, and so on.

Now let us assume we wish to measure the relation of one factor out of many to these scores, and in particular the factor expenditure per pupil by the school. That factor becomes the scale of the lower horizontal line and the points are placed above that scale according to the expenditure of the school which the pupil attends. Thus the point marked "c" indicates that this pupil (with score of 38) attended a school with a per pupil expenditure of $430 per year; the point "f" represents a pupil in a school which spends $490 per pupil per year, whose score was 52. The overall variability (or variance) of these

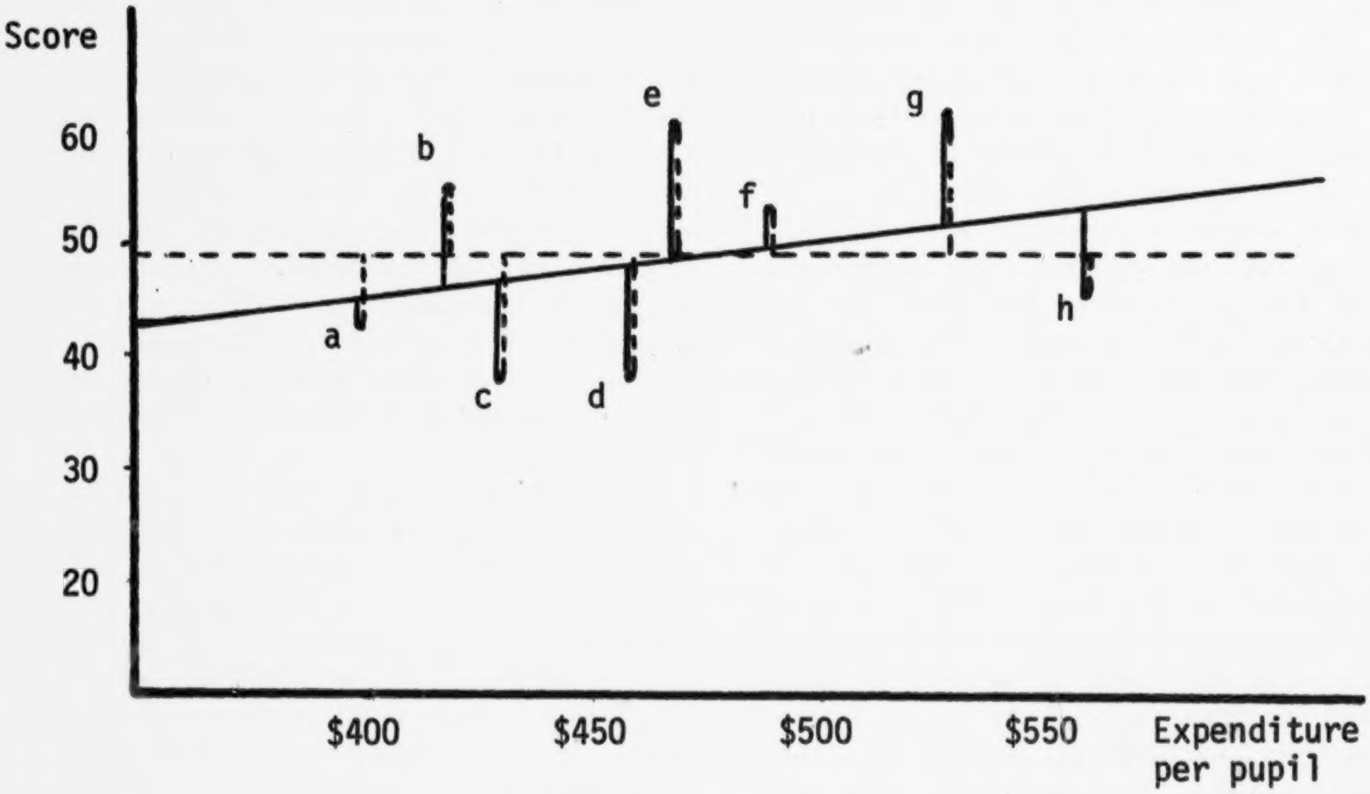

Figure 3.2.1

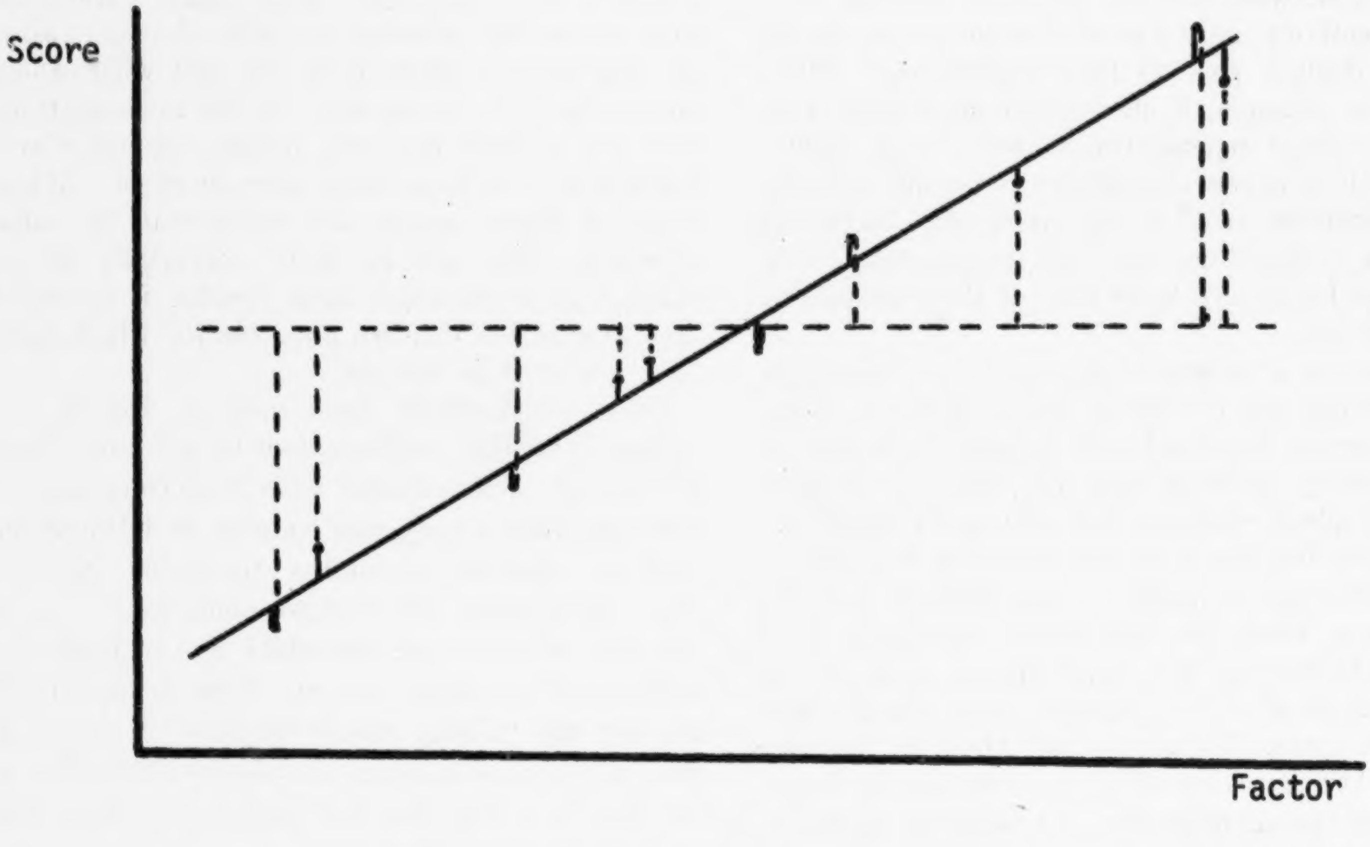

Figure 3.2.2

scores is measured by drawing the horizontal dashed line at their average value (49 in this illustration) and using the distances (vertical dashed lines) of the scores from that average line. The common index of variability or variance is the sum of the squares of these distances.

The next step is to construct a slant line in such a way that the squares of the vertical distances of the points from the slant line are collectively as small as possible. The squares of these vertical distances—shown by the solid lines joining the points to the slant line—will, collectively, be smaller than the squares of the vertical dashed lines. The percent by which they are smaller is said to be the "amount of variability" or the "amount of variance" "explained" or "accounted for" by the factor. Thus in figure 3.2.1, if the squares of the solid vertical distances from the solid line were 95 percent as large, collectively, as the squares of the dashed vertical distances from the horizontal dashed line, then one would state that "5 percent of the variance in pupil scores is accounted for by the school's expenditure per pupil." To illustrate better the rationale for this kind of analysis, there is shown in figure 3.2.2 a case in which a single (hypothetical) factor accounts for practically the whole of the variance between scores; the solid vertical lines are collectively, only a small fraction of the length of the dashed vertical lines collectively. Similarly, for example, if all children in schools with high per-pupil expenditure achieved very highly, and all those in schools with low per-pupil expenditure achieved very poorly, then the statistical analysis would show that per pupil expenditure accounts for a very large part of the variation in achievement.

There are a variety of precautions necessary in interpreting the results of such analyses. They do not prove that the factor caused the variation; they merely indicate that the two are related. For example, if we found that per-pupil expenditure accounted for much of the variation in achievement, the relation might nevertheless be a result of factors which are themselves associated with both achievement and expenditure, such as the economic level of the families from which these children come. In many cases these factors can be statistically controlled; but cautions in interpretation remain necessary. A technical appendix to section 3.2 has been included, and a review of that appendix will aid in interpretation of the results in this section.

Had a number of years been available for this survey, a quite different way of assessing effects of school characteristics would have been possible; that is, examination of the educational growth over a period of time of children in schools with different characteristics. This is an alternative and in some ways preferable method of assessing the effects of school characteristics. It, too, requires caution in interpretation, because the various factors that could account for differences in growth are usually themselves associated, and also because the rate of growth bears a complex relation to the initial state.

It should be recognized that the results of such an analysis of growth might differ in some ways from the results of the present analysis. If the sources of variations in achievement were less complex, the results would not differ; but here, as for most matters of human behavior, relationships are complex. Thus, the present analysis should be complemented by others that explore changes in achievement over a large span of time.

3.21 The criterion of achievement

The criterion of achievement used throughout most of this examination of school effects is the student's score on the verbal ability test, a vocabulary test measuring verbal skills. The decision to use this criterion was arrived at only after an extensive comparison of this test with others administered in the survey. In the investigations that led to this decision, certain results about performance on these tests were obtained. While some of these results are recognized by some educators, they are far from universally recognized. To understand these results, it is useful first to examine the two purposes for which such tests are used in schools.

Some standardized tests used in schools are ordinarily labeled "achievement tests," and others are labeled "ability tests," with the former used to measure what a child has learned, and the latter used to measure his ability to learn. Schools characteristically use "achievement tests" as a measure of how well the child has learned the material of a specific course. Schools characteristically use "ability tests" as ways of assigning students to classes, using the test as a measure of the child's preparation and capacity to learn the material of a specific course.

The ability tests have been in the past, and are often still, termed "intelligence tests" or "IQ tests," and seen as measures of more fundamental and stable mental abilities, but recent research does not support that view. Ability tests are simply broader and more general measures of education, while achievement tests are narrower measures directed to a restricted subject area. The findings of this survey provide additional evidence that the "ability" tests are at least as much affected by school differences as are the "achievement" tests.

Table 3.21.1.—Percent of variation in achievement between schools for each ethnic group (average over 4 grades at which all 4 tests were given, grades 3–12)

	Nonverbal ability	Verbal ability	Reading comprehension	Mathematics achievement
Mexican-Americans	20. 91	23. 05	20. 63	19. 30
Puerto Ricans	25. 62	25. 66	22. 55	21. 63
Indian Americans	21. 52	28. 00	23. 17	21. 68
Oriental Americans	18. 54	16. 58	15. 76	17. 51
Negroes:				
North [1]	11. 78	15. 50	13. 17	11. 75
South [1]	19. 33	21. 57	17. 08	14. 92
Whites:				
North	6. 81	9. 80	7. 88	8. 63
South	10. 66	11. 84	9. 26	9. 42

[1] Throughout the analysis of variations in test scores "South" refers to the combination of the 2 regions previously named "South" and "Southwest" while "North" refers to the remainder of the United States.

The specific results are as follows:

1. If the variation in individual test scores is separated into two components, that within schools, and that between, a greater effect of school factors should show up as greater between-school variance. As table 3.21.1 shows, the percent of variance that lies between schools is slightly greater for the "ability" tests than for the "achievement" tests.

As the table shows, school-to-school variance is generally greatest for the verbal ability test, next for the nonverbal ability test, next for reading comprehension, and mathematics achievement. This is indirect evidence that variations among schools have as much or more effect on the "ability test" scores as on the "achievement test" scores.

2. Some considerable part of the school-to-school variation shown in table 3.21.1 is attributable to differences in the composition of the student body in different schools, and not to differences in school effectiveness. Such initial student body differences should show up most strongly in the early grades, and the results of school effects most strongly in the later grades. Consequently, if a school's primary effect were upon achievement test scores, the school-to-school variation in achievement test scores should be larger, relative to that of the ability test scores, in later years in school. But table 3.21.2 shows that it is the "achievement tests" which show most decline from grade 3 to grade 12 in school-to-school differences. This suggests that the "ability tests" are even more responsive to school differences than are the "achievement tests." (The fact of a decline itself, such as between grades 6 and 9, is a point that will be examined in the next section. Grades cannot be directly compared in the absolute size of their school-to-school variation, because of different sizes of schools at elementary and secondary levels.)

3. When we attempt to explain the variance in individual achievement by use of school characteristics, holding family background constant, a higher proportion of the ability test score is explained than that of the achievement test score. This is shown for grade 12, Negroes and whites, in table 3.21.3.

This table provides more direct evidence that school variations have more effect on the ability scores than on the achievement scores, for more variation in ability test scores is accounted for, in every case, than in either of the achievement test scores.

4. If school factors affected reading comprehension scores more than verbal ability scores, then holding verbal ability constant should not reduce greatly the variance in reading comprehension explained by school factors. Thus a direct com-

Table 3.21.2.—School-to-school variations (as percent of the total variation in achievement) at each grade level (averages for Mexican Americans, Puerto Ricans, Indian Americans, Oriental Americans, Northern and Southern Negroes, and Northern and Southern whites)

	12	9	6	3	1
Nonverbal ability	13.99	13.97	22.29	17.33	18.16
Verbal ability	16.61	15.61	21.36	22.41	17.78
Reading comprehension	13.24	11.98	18.54	20.86	------
Mathematics achievement	10.55	11.97	18.41	21.48	------

Table 3.21.3.—Percent of variation explained in scores on 4 tests by selected school characteristics for Negroes and whites, after student background effects are controlled, for grade 12. (Background variables controlled are shown in table 3.221.1)

	Negroes				Whites			
	Verbal	Nonverbal	Reading	Math	Verbal	Nonverbal	Reading	Math
10 teacher variables	7.21	5.21	4.46	2.06	1.29	1.19	0.23	0.61
18 school variables	6.54	5.78	5.00	2.12	2.02	.81	.62	.90

parison was made, using reading comprehension with and without verbal ability constant, and verbal ability with and without reading comprehension constant. In all cases, family background factors were held constant. The results are shown in table 3.21.4.

Table 3.21.4.—Percent of variance in reading comprehension and verbal ability explained by 39 teacher, school, and student body variables, at grade 12, with family background characteristics controlled, each without ("No") and with ("Yes") the other controlled

Negroes				Whites			
Reading comprehension		Verbal ability		Reading comprehension		Verbal ability	
No	Yes	No	Yes	No	Yes	No	Yes
10.79	2.14	14.84	6.58	2.53	1.97	5.70	5.15

For both Negroes and whites, the variance explained in reading comprehension is reduced proportionately more by controlling for verbal ability than is the variance in verbal ability reduced by controlling for reading comprehension.

5. One may ask finally whether schools are exerting more influence independent of family background on reading comprehension than on verbal skills measured in the verbal-ability test. If this were so, the relation between family background factors and reading comprehension should decline more over the years of school than the relation between family background and verbal ability. However, this is not the case; the change in the relation of background to reading comprehension parallels directly the changes that will be shown in table 3.221.3 for verbal skills. It appears clear that schools affect verbal skills measured by both tests, and affect them to a similar degree, except that the differences between schools show up somewhat more clearly in performance on the verbal-skills test.

The result of this investigation in its implications for testing and classification of students is clear: The scores on ability tests are at least as much affected by school differences on surveyed characteristics as are scores on achievement tests.

What is the explanation for the fact that the ability test scores show more school-to-school variation, and appear to be more affected by differences in school characteristics than achievement test scores? The answer seems to lie in the fact that achievement tests cover material that is nearly the same in all school curriculums, toward which all schools teach alike, while the ability tests cover material that the school teaches more incidentally, and thus with more differential success. Consequently, student bodies that differ at the beginning of school become slightly more alike with respect to the skills most directly related to a standard curriculum, but do not with the skills in which the curriculum is less standard.

The difference between these two types of tests appears more fully in table 3.21.5, in which the school-to-school component of variation is corrected for the number of schools, to give an estimate of the school-to-school component of the variance relative to the sum of both variance components.

The similarities between schools tend to compress the school-to-school component of variance in subjects toward which the curriculum is directed; the differences between schools became evident in the things their students learn, covered in ability tests, that are not as directly related to the curriculum. This does not mean that the school affects less their learning of these latter skills, for they are learned differently in different schools, as the relatively higher school-to-school component of variance in table 3.21.5 shows.

The effects of school differences should then show up, as the preceding tables indicate they do, not so much in school differences in achievement on tests toward which curriculum is directed, as in school differences in achievement on tests less directly related to the curriculum. As a consequence of this, the verbal-ability test constitutes the best measure of differences in achievement affected by differences between schools.

Other related points also confirm the use of this test score for assessing the apparent effects of schools. It showed the highest correlations, at all grade levels and for all racial and ethnic groups studied in the survey, with other test scores. It appeared, consequently, to measure much of what the other tests measure, but to be more reliable in doing so. Thus the verbal-ability test, in reality a verbal-achievement test, will be used as the criterion of achievement throughout the subsequent sections of part 3.

Table 3.21.5.—School-to-school component of total variance expressed as percent of both variance components at each grade level. Averages for Mexican Americans, Puerto Ricans, Indian Americans, Oriental Americans, Northern and Southern Negroes, and Northern and Southern whites (corrected for number of degrees of freedom due to number of schools)

	Grades				
	12	9	6	3	1
Nonverbal ability	11.89	12.14	23.92	14.89	17.20
Verbal ability	16.25	14.70	21.27	23.56	16.54
Reading comprehension	10.80	9.02	16.29	20.70	------
Mathematics achievement	6.72	9.00	15.74	20.94	------

3.22 School-to-school variations in achievement

The question of first and most immediate importance to this survey in the study of school effects is how much variation exists between the achievement of students in one school and those of students in another. For if there were no variation between schools in pupils' achievement, it would be fruitless to search for effects of different kinds of schools upon achievement.

Thus the variation in achievement that exists between schools represents an upper limit to the effect of factors that distinguish one school from another in its ability to produce achievement. But other factors as well may be responsible for these variations in achievement from school to school. It may be useful to list possible factors that could be involved in school-to-school achievement differences.

Possible sources of school-to-school variation in achievement are—

1. Differences from one school to another in school factors affecting achievement.
2. Differences from one community to another in family backgrounds of individual including abilities of students.
3. Differences from one community to another in influences outside school, apart from the student's own family.

Possible sources of within-school variation in achievement—

1. Differences in pupils' abilities in the same school.
2. Differences in family backgrounds of the pupils in the same school.
3. Differences in school experience among students within the same school (i.e., different teachers, different courses, etc.).
4. Different influences within the community on different students toward achievement (such as community attitudes which may discourage high achievement among lower status children, and encourage it among higher status children).

These two lists indicate that the finding of school-to-school variation in achievement is neither a necessary nor a sufficient basis for inferring the effect of school factors; other factors can cause variations among schools, and school factors can cause variations within a school. Nevertheless, when we find school-to-school variations in achievement, we can proceed with the use of the appropriate techniques, one step toward the identification of school factors producing different levels of achievement in different schools.

The effect of school factors in producing variations within a school cannot be assessed in this study, because data were not gathered on the differential experiences within school, such as the particular set of teachers in a school who had taught each student (except for those experiences that are highly dependent on a student's achievement itself; for example, the number of mathematics courses he has taken).

Thus the effects of school factors studied in this survey must manifest themselves in school-to-school variation in achievement. The task becomes one of separating the three possible sources of such variation, so that some idea can be gained of the magnitude of school effects.

Ordinarily, when one finds that the level of achievement in one school is much higher than the achievement in another, there comes to his mind these sources of difference: The different students with which the school begins, the different community settings, or student body climates which encourage or fail to encourage high achievement, and the differences in the school itself. When we find school-to-school variation in achievement, we shall keep these same sources of variation in mind. Part of the subsequent analysis will be an attempt to separate them out, so that some assessment of the effect of each can be made.

For each racial and ethnic group there is a total variation of test scores that can be divided into two parts: (1) a part consisting of the variations of individual scores of pupils in a school about the average score of his ethnic group in the school—this is the within-school variance; (2) a part consisting of the variations of the school averages about the average score for the Nation or region—this is the school-to-school or the between-school variance. Table 3.22.1 exhibits the percentage that the between-school variance is of the total variance. Examination of the figures shows that the between-school part of the variance is about 5 percent to 35 percent of the total variance.

Table 3.22.1.—Percent of total variance in individual verbal achievement scores that lies between schools*

	Grades				
	12	9	6	3	1
Mexican-Americans	20. 20	15. 87	28. 18	24. 35	23. 22
Puerto Rican	22. 35	21. 00	31. 30	26. 65	16. 74
Indian Americans	30. 97	24. 44	30. 29	37. 92	19. 29
Oriental Americans	5. 07	5. 64	22. 47	16. 25	9. 54
Negro South	22. 54	20. 17	22. 64	34. 68	23. 21
Negro North	10. 92	12. 67	13. 89	19. 47	10. 63
White South	10. 11	9. 13	11. 05	17. 73	18. 64
White North	7. 84	8. 69	10. 32	11. 42	11. 07

*Corrected for degrees of freedom. See p. 327.

This table leads to the first important result in the assessment of school factors associated with achievement: School to school variations in achievement, from whatever source (community differences, variations in the average home background of the student body, or variations in school factors), are much smaller than individual variations within the school, at all grade levels, for all racial and ethnic groups. This means that most of the variation in achievement could not possibly be accounted for by school differences, since most of it lies within the school. The table presents only the results for verbal achievement, but as section 3.21 indicated, the results hold equally or even more strongly for other test scores. This result indicates that despite the wide range of diversity of school facilities, curriculum, and teachers, and despite the wide diversity among student bodies in different schools, over 70 percent of the variation in achievement for each group is variation within the same student body. The school-to-school difference is even less than overall figures for all groups indicate, because the school-to-school differences are generally least for Negroes and whites, and it is these groups which are numerically greatest. Consequently, only about 10 to 20 percent of the total variation in achievement for the groups that are numerically most important lies between different schools.

A further examination of table 3.22.1 gives some indication of the possible sources of the school-to-school differences. The existence of variations among schools gives no indication of whether these differences are related to school factors, community differences in support of school achievement, or background differences. However, if these variations were largely a result of either school factors or community differences in support of school achievement, then the school-to-school differences would increase over the grades in school. (Because of different school sizes in elementary and secondary schools, direct comparison can be made only up through grade 6.) However, this is not the case; there is no consistent increase for all groups in grades 1–6, and only a slight increase when an average of all groups is taken. Grade 1 is the crucial case here, because the tests were given shortly after the beginning of school, and thus school factors could have had little effect—nor could community factors outside the family have had much effect (except insofar as they acted through the family). Thus, the school-to-school component of test score variance at grade 1 is almost wholly a measure of the skills with which children in different schools begin school. And as table 3.22.1 indicates, this school-to-school component is already large at grade 1, for whites as large as that at grade 3. Thus the larger part of school-to-school variation in achievement appears to be not a consequence of effects of school variations at all, but of variations in family backgrounds of the entering student bodies.

A reasonable conclusion is, then, that our schools have great uniformity insofar as their effect on the learning of pupils is concerned. The data suggest that variations in school quality are not highly related to variations in achievement of pupils. Section 3.1 showed this indirectly, in that achievement of those minority groups with poorest family backgrounds not only began lowest but remained so. Here, the comparison is wholly within each group, and indicates that the relative lack of effect of the school which is suggested by comparison among ethnic groups is true for variations in achievement within each group as well. The present data suggest why the minorities that begin with an educational disavantage continue to exhibit this disadvantage throughout the twelve grades of school: The school appears unable to exert independent influences to make achievement levels less dependent on the child's background—and this is true within each ethnic group, just as it is between groups.

There are differences among the different ethnic groups in school-to-school variation in achievement. First, comparison of Negroes and whites shows important differences. The school-to-school variations in achievement are larger in the South than in the North for both Negroes and whites. However, it is among the Negroes that these school-to-school variations are especially high in the South. This result, coupled with the fact that for the Negroes and the other minority groups, the school-to-school component of variance increases from grade 1 to grade 3, while it does not for whites, leads to a third important result of the section. Indirect evidence suggests that school factors make more difference in achievement for minority group members than for whites; for Negroes, this is especially true in the South. This result suggests that insofar as variations in school factors are related to variations in achievement, they make most difference for children of minority groups. The evidence is only indirect here, and the point requires further examination when school factors are explicitly studied in a later section: But at this point the indirect evidence suggests that it is those children who come least prepared to school, and whose achievement in school is generally low, for whom the characteristics of a school make the most difference.

These results suggest (and subsequent sections will reinforce this suggestion) that these children may be thought of as differing in sensitivity to variations in school quality. The data indicate that the least sensitive are in general those children from groups where achievement is highest at the beginning of school (and remains so), and the most sensitive are those with lowest initial levels of achievement. A rough order of the sensitivity to school effects can be obtained by inspection of table 3.22.1, giving perhaps the following order from high to low sensitivity:

Puerto Rican
Indian American
Mexican-American
Negro, South
Negro, North
Oriental American
White, South
White, North

Since it is important to assess whether in fact there is this general difference in sensitivity to school effects, the data in succeeding tables will be presented in the order indicated above. Thus if there is a general difference in sensitivity to school effects, the size of the relationship to school factors shown in subsequent tables should tend to become progressively less, moving down the table.

The overall results of this examination of school-to-school variations in achievement can be summed up in three statements:

1. For each group, by far the largest part of the variation in student achievement lies within the same school, and not between schools.
2. Comparison of school-to-school variations in achievement at the beginning of grade 1 with later years indicates that only a small part of it is the result of school factors, in contrast to family background differences between communities.
3. There is indirect evidence that school factors are more important in affecting the achievement of minority group students; among Negroes, this appears especially so in the South. This leads to the notion of differential sensitivity to school variations, with the lowest achieving minority groups showing highest sensitivity.

In examining the ability of school variations to account for variance in individual achievement, these school-to-school variations in table 3.22.1 will constitute a kind of upper limit. Thus, in some cases, it will be useful to study the variance accounted for by a given factor relative to this upper limit, as well as to the overall variation in achievement. Two different questions are being answered: When the total variation in individual achievement is the standard, the question is what part of individual achievement can this variable account for? When the school-to-school variation from table 3.22.1 is the standard, the question is what part of the school-to-school variation in achievement does the variable account for?

To continue the focus on the overall effectiveness of particular factors, the subsequent tables will report percent of individual variance accounted for. Obviously, the amount accounted for will be quite low, since the upper limit is itself low. To determine the proportion of school-to-school variance accounted for, the numbers in table 3.22.1 may be taken as upper limits.

3.221 The influence of student background factors on achievement.—Before examining the relation of school characteristics to student achievement, it is useful to examine the influence of student background characteristics. Because these background differences are prior to school influence, and shape the child before he reaches school, they will, to the extent we have succeeded in measuring them, be controlled when examining the effect of school factors. This means that the achievement differences among schools which are due only to differences in student input can be in part controlled, to allow for more accurate examination of the apparent effects of differences in school or teacher factors themselves.

It is useful, then, at the outset, to examine the relation of these background factors to achievement, to get a view of some of the family factors that predispose children to learn well or poorly in school. The survey cannot investigate the effects of background factors in detail, but it is critically important to control as much of their effect as possible before examining school factors.

A preliminary analysis of the relation of particular background factors to achievement showed that family background differences measured in this survey could be clustered into eight variables. The relation of these variables to achievement will be examined only at grades 12, 9, and 6, since several of the questions were not (and most could not have successfully been) asked of the children at grades 3 and 1. (Except where indicated below, the question numbers refer to the 12th and 9th grade questionnaires. If the question content differs for the sixth grade, indication will be made.)

A (1) (Grades 9 and 12) Urbanism of background (based on Q6 and Q21 about community in which self and mother grew up); (2) (Grade 6) Migration (based on Q3 and Q13 about own and mother's birthplace).

B Parents' education (based on Q19 and Q20 about mother's and father's education).

C Structural integrity of the home (based on Q18 and Q17 about mother and father in the home).

D Smallness of family (number of brothers and sisters, in a negative direction) (based on Q10).

E Items in home (based on Q31, Q32, Q33, Q34, Q37, and Q38: TV, telephone, record player, refrigerator, automobile, vacuum cleaner).

F Reading material in home (based on Q35, Q36, Q39, Q41, and Q42: Dictionary, encyclopedia, daily newspaper, magazines, books. Last two items missing in 6th grade).

G Parents' interest (based on Q26 and Q30: Talk with parents about school; anyone read to you when small).

H Parents' educational desires (based on Q24, Q25, Q27, Q28, and Q29: How good a student do mother and father want child to be; how far in school do mother and father want child to go; attendance at PTA. Last three items missing in 6th grade).

These clusters of variables range from factors in the parents' background (father's and mother's education, urbanism of background) to factors which describe the present interest in his school work that his parents show. In all cases, the data are based on the child's report, which may include distortions or misperceptions or absence of information, especially at grade 6.

One way of examining the influence of background factors on achievement is to examine the percent of within-school variance and the percent of school-to-school variance accounted for by these family factors. First, taking the school-to-school variations as given, and examining the added variance accounted for by family background characteristics shows what portion of the within-school variance may be accounted for by these factors. This is a severe restriction, because from table 3.221.2 it appears that much of the school-to-school variance is itself a result of family background differences. Table 3.221.1 shows at grades 12, 9, and 6, the variation accounted for at each of these stages, first by the objective conditions in the home, as reported by the child, then by these plus "subjective" background factors, and finally, in addition, by his own attitudes. The table shows that at each grade level, the amount of within-school variance accounted for by these factors taken together is of the same order of magnitude as the variance associated with school-to-school factors. For whites and for Oriental Americans especially, the percent of within-school variance accounted for by objective family conditions (b), and those plus subjective family conditions (c) is very great. For all groups, the total variance accounted for, including the school-to-school variation (column a) and the within-school variation explained by background and attitudes, is between 30 percent and 50 percent of the total variance in achievement.

Second, we may ask about the proportion of school-to-school variance accounted for by background factors. Taking the variance in column (2) of table 3.221.1 as the total variance to be explained, the question becomes what percent of this school-to-school variance is accounted for by these same background factors? Table 3.221.2 shows the percent of school-to-school variance (of which the total as a percent of individual variance is given in column (a) of table 3.221.1) is accounted for by the same background factors as in the third column of table 3.221.1. Much of the effect of these individual background factors is within schools, as shown by table 3.221.1, but table 3.221.2 shows that an additional amount is associated with school-to-school differences in achievement. This table, together with the following one, shows the strength of background factors in accounting for the variation in achievement, both within and among schools.

Table 3.221.1.—Percent of variance accounted for in verbal achievement at grades 6, 9, and 12, by successively adding additional factors

[A Variance associated with school-to-school differences (measured and unmeasured),[1] B objective background factors (as reported by student) added (A through F); C subjective background factors added (G and H); D child's attitudes added (1) interest in school, (2) self-concept, (3) control of environment]

	A	A+B	A+B+C	A+B+C+D
Grade 12:				
Puerto Ricans	23.40	24.69	26.75	31.54
Indian Americans	24.13	30.73	34.81	43.61
Mexican Americans	20.07	22.60	26.09	34.33
Negro, South	22.15	26.17	28.18	38.97
Negro, North	11.19	15.34	18.85	31.04
Oriental Americans	2.33	13.65	21.99	32.04
White, South	10.39	18.14	24.06	39.07
White, North	8.25	17.24	27.12	40.09
Negroes, total	20.90	24.73	27.31	38.18
Whites, total	9.49	17.93	26.42	39.80
Grade 9:				
Puerto Ricans	16.77	19.11	21.88	30.41
Indian Americans	19.75	25.89	29.31	36.64
Mexican Americans	20.28	25.26	27.79	34.10
Negro, South	18.55	22.84	26.93	38.88
Negro, North	8.96	13.84	17.73	30.48
Oriental Americans	7.36	17.58	27.66	34.93
White, South	10.50	21.54	26.63	42.09
White, North	8.31	19.32	25.55	39.56
Negroes, total	17.43	21.68	25.47	37.21
Whites, total	10.00	20.78	26.57	40.90
Grade 6:				
Puerto Ricans	22.49	34.25	36.40	40.35
Indian Americans	26.67	33.93	35.05	41.20
Mexican Americans	37.60	35.79	37.74	45.04
Negro, South	22.25	27.95	28.89	37.69
Negro, North	11.86	16.97	17.93	26.39
Oriental Americans	24.31	41.20	42.25	51.76
White, South	12.33	21.58	23.52	34.61
White, North	12.77	19.95	21.70	35.77
Negroes, total	19.77	24.83	25.77	34.12
Whites, total	13.71	21.25	23.06	35.95

Table 3.221.2.—Percent of school-to-school variance in verbal achievement (approximated by mean school achievement, controlling on proportion white in school) accounted for by eight background factors (see (B) and (C) in table 3.221.1). Variance explained is a percent of that shown in column (A) of table 3.221.1

	Grade 12	Grade 9	Grade 6
Puerto Ricans	3.05	4.74	7.54
Indian Americans	2.96	3.41	7.28
Mexican Americans	11.56	10.49	6.55
Negro, South	32.69	23.47	12.37
Negro, North	12.25	7.37	6.75
Oriental Americans	5.67	7.24	28.36
White, South	28.86	23.82	19.96
White, North	15.99	14.42	10.99
Negroes, total	29.05	21.82	12.80
Whites, total	21.89	21.28	17.09

The overall variance in verbal achievement including both within- and between-school related to these background factors is shown in table 3.221.3. Three columns are shown in the table for each grade, the first consisting of the variance accounted for by the first six background factors alone, excluding the parents' interest and aspirations (as reported by the child). The second column shows the variance accounted for by all eight, and the third column is the difference between the first two, showing the added variance accounted for by parents' interest and aspirations for the child.

The table shows that overall, the background factors measured by these six or eight variables account for about 10 percent to 25 percent of variance in individual achievement. There are, of course, many other aspects of the child's background that are not measured here; thus the variance accounted for by these variables can be

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[1] The first column is only an estimate of the school-to-school variations in achievement for each group, obtained by regressing individual achievement on overall school mean achievement (for all groups together) and proportion white. These two measures together (except for the presence of third groups in the school) provide an estimate of the group's mean score in the school under the assumption that differences between the white mean and the group mean are constant over all schools.

Table 3.221.3.—Percent of variance in verbal achievement accounted for at grades 12, 9, and 6, by six and by eight background factors

	Grade 12			Grade 9			Grade 6		
	Six	Eight	Eight-Six	Six	Eight	Eight-Six	Six	Eight	Eight-Six
Puerto Ricans	3. 64	4. 69	1. 05	3. 89	6. 18	2. 29	23. 71	25. 51	1. 80
Indian Americans	18. 89	22. 07	3. 18	13. 92	16. 30	2. 38	18. 40	19. 65	1. 25
Mexican Americans	7. 92	10. 23	2. 31	12. 79	14. 25	1. 46	21. 82	23. 07	1. 25
Negro, South	14. 41	15. 79	1. 38	12. 27	15. 69	3. 42	14. 66	15. 44	. 78
Negro, North	7. 53	10. 96	3. 43	7. 68	11. 41	3. 73	9. 51	10. 25	. 74
Oriental Americans	11. 81	19. 45	7. 64	12. 75	22. 81	10. 06	34. 77	36. 16	1. 39
White, South	14. 75	20. 13	5. 38	18. 40	23. 12	4. 72	18. 14	19. 91	1. 77
White, North	14. 28	24. 56	10. 28	16. 49	22. 78	6. 29	14. 10	15. 57	1. 47
Negroes, total	13. 48	15. 14	1. 66	12. 15	14. 99	2. 84	14. 01	14. 62	. 61
Whites, total	14. 71	23. 03	8. 32	17. 81	23. 28	5. 47	16. 20	17. 64	1. 44

Table 3.221.4.—Relative strength of influence of subjective home conditions upon achievement. For each grade, left column shows the variance of parents' desires for child's education, right column shows added variance explained by last two factors divided by left column (and mulitplied by 100)

	Grade 12		Grade 9		Grade 6	
Puerto Ricans	103. 59	1. 01	95. 63	2. 39	84. 64	2. 13
Indian Americans	95. 55	3. 33	99. 14	2. 40	91. 99	1. 36
Mexican Americans	90. 23	2. 56	89. 36	1. 63	87. 10	1. 44
Negro, South	60. 28	2. 29	67. 52	5. 07	71. 28	1. 09
Negro, North	69. 94	4. 90	73. 94	5. 04	79. 03	. 94
Oriental Americans	79. 98	9. 55	81. 09	12. 41	78. 75	1. 77
White, South	65. 22	8. 25	66. 70	7. 08	68. 26	2. 59
White, North	71. 22	14. 43	67. 09	9. 38	64. 05	2. 30
Negroes, total	65. 40	2. 54	70. 85	4. 01	75. 34	. 81
Whites, total	69. 71	11. 94	66. 98	. 08	65. 40	2. 20

interpreted as a kind of lower limit to the actual effects of background differences. (This is the opposite situation to that for school-to-school variation, where the variation between schools constituted an upper limit to the amount that could be related to school differences.)

The data show a number of variations among grade levels and among different groups. First, the six measures of objective conditions in the home account for more of the variance in achievement at earlier grades than at later ones. The decline from grade 6 to 12 is very slight for Negroes and whites, and larger for some of the other groups.

This decline is especially noteworthy because of the lesser reliability of reporting of family background at earlier grades, which would reduce the observed relationship. Thus, the true decline in the relationship between objective conditions in the home and achievement is probably greater than the slight observed decline.

Two rather simple models of the impact of family background on achievement are *a priori* reasonable: (1) The family's impact on the child has its greatest effect in earliest years, so that family-to-family differences in achievement should decline after the beginning of school; and (2) the family's impact on the child affects his receptivity to later experience, so that family-to-family differences in achievement should increase over the years of school. The data from objective conditions of the home appear to support the first of these models, because of the decline (probably underestimated) in the relation of these conditions to achievement from grade 6 to 12.[1]

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[1] It should be noted, however, that in grades 1 and 3 these conditions (incompletely measured) show a lower relation to achievement than in any of the three grades examined here. This is true for the relation of all variables to achievement at these two grades. While this may result from incompleteness and unreliability of response at these grade levels, it may indicate that the relation does in fact increase over time.

Table 3.221.5.—Rank by size of standardized regression coefficients for 6 background factors[1] grades 12, 9, 6 (1 is high, 6 is low)

	Grade 12						Grade 9						Grade 6					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
Puerto Ricans	2	1	(−)4	5	(−)3	6	3	4	2	(−)6	(−)5	1	(−)6	5	2	4	1	3
Indian Americans	5	1	6	2	3	4	(−)4	1	3	5	2	6	3	4	2	6	1	5
Mexican Americans	2	1	3	4	6	5	(−)6	3	2	5	1	4	(−)6	4	3	5	1	2
Negro, South	2	3	6	1	5	4	5	1	4	3	2	6	6	2	5	4	1	3
Negro, North	3	1	4	2	6	5	6	2	3	1	5	4	6	3	5	4	1	2
Oriental Americans	(−)5	3	1	4	(−)6	2	(−)6	4	2	3	5	1	6	3	2	4	1	5
White, South	3	1	6	4	(−)5	2	6	1	5	3	4	2	(−)5	1	6	3	2	4
White, North	4	1	5	3	6	2	6	1	4	2	5	3	(−)5	1	6	4	3	2
Negroes, total	1	2	6	3	4	5	4	1	5	2	3	6	6	2	5	4	1	3
Whites, total	4	1	5	3	(−)6	2	6	1	4	3	5	2	(−)5	1	6	4	2	3

[1] Code:
A=(Grades 9 & 12) urbanism of background.
A=(Grade 6) migration.
B=Parents' education.
C=Structural integrity of the home.
D=Smallness of family.
E=Items in home.
F=Reading material in home.
G=Parents' interest.
H=Parents' educational desires.

Table 3.221.6.—Percent of variance in verbal achievement uniquely accounted for by economic level of home and education level of home in regression including 7 other school and student variables

	Grade 12		Grade 9		Grade 6	
	Economic	Education	Economic	Education	Economic	Education
Puerto Ricans	0. 04	0. 37	0. 01	0. 39	4. 68	1. 18
Indian Americans	. 41	. 68	. 19	. 56	4. 66	. 01
Mexican Americans	. 00	. 29	. 89	. 66	2. 35	1. 54
Negro, South	. 80	. 14	. 79	. 52	2. 41	. 38
Negro, North	. 34	. 26	1. 01	. 44	1. 35	. 88
Oriental Americans	. 65	1. 75	. 25	. 92	5. 61	1. 29
White, South	. 03	1. 82	. 52	2. 60	. 62	2. 25
White, North	. 16	2. 38	. 69	2. 69	. 25	1. 55
Negroes, total	. 57	. 15	. 93	. 44	1. 76	. 56
Whites, total	. 11	2. 17	. 65	2. 59	. 37	1. 74

A second point to be observed in the table is that the measures of the subjective home conditions show the opposite trend over grades: Their relation to achievement increases over the grades 6 to 12. The third column at each grade level shows the amount added to the accounted-for-variance by the two measures of parents' interest. This column shows an increase from grades 6 to 12. The increase indicates either that the older students perceive their parents' interest more accurately than the younger ones, or that their parents' interest has more impact on their achievement in the later years of school.

A third point from this table is of more direct relevance to this study. This is the difference in the relation of subjective home conditions to achievement for the different groups. For whites and Oriental Americans, parents' interest accounts for much more variation than it does for any of the other groups. This result may be due to either of two conditions: Either a given amount of parents' interest has the same effect for all groups, but there is more variation in parents' interest for these two groups, or it in fact does have a greater effect for these two groups. To decide between these two interpretations, the unique contribution of these two measures (from the third column at each grade level in table 3.221.3), was divided by the variance of the one variable H in the list above) that accounts for nearly all the added variance in all groups. The data show (in table 3.221.4) that almost none of the variation in achievement accounted for is related to the different variances in each group, and nearly all of it is related to different strength of the effect of parents' interest. This leads to an important result:

Either (*a*) Negro, Mexican American, Puerto Rican, and Indian American children fail to perceive their parents' interest or lack of interest in their schooling as fully as do whites and Oriental Americans; or (*b*) the parents of these minority group children are less able to translate their interest into effective support for the child's learning than are white or Oriental American parents.

There is some evidence to support both of these possibilities. Earlier in section 3.1, the greater unreality of Negro children's aspirations was evident; this suggests that the same lack of realism may inflate his report of his parents' interest. At the same time, Negro parents do show a greater interest in their child's education and greater aspirations for his success in education than do white parents of the same economic level. Thus, the children may be reporting reliably. If so, the data in table 3.221.3 suggest that Negro and other minority parents are not able effectively to translate their interest into practices that support the child's achievement.

A somewhat more detailed view of the factors in the child's background that are most highly associated with verbal achievement is given in table 3.221.5 The proportions of variance in achievement accounted for by each of the six variables were ranked, and the rank orders for each group at each grade level are listed in the table. The (—) preceding the rank indicates a negative relation between achievement and the variable.

The table shows that in the sixth grade, the child's report of items in his home, indicating its economic level, has the highest relation to achievement for all minority groups, while parents' education has the highest relation for whites. In later years, parents' education comes to have the highest relation for nearly all groups. For Negroes at grade 12, the length of time in an urban environment and the (small) size of his family show approximately the same importance as parents' education. Contrary to much that has been written, the structural integrity of the home (principally the father's presence or absence) shows very little relation to achievement for Negroes. It does, however, show a strong relation to achievement for the other minority groups.

In general, each of the groups under study shows its own pattern of relative importance of background variables. It appears that the relative importance of educationally related attributes of the home (parents' education, reading matter) compared to indicators of the economic level is greater for white children than for minority group children. This can be seen also from table 3.221.6, which shows the unique contributions to variance in achievement of two clusters of variables representing economic level and educational level, in a regression analysis including as well school and student body variables.

3.23 Student body characteristics

In examining the relation of school characteristics to achievement of children in each group, the first caution is provided by the results of section 3.22. The pattern of school-to-school differences in achievement at the different grade levels indicated small relation to school factors. Yet some idea of the possible effects of school factors can be gained by a few simple examinations. It is convenient to separate school characteristics into three groups, as was done in part 2: First, facilities, curriculum, and other characteristics of the school itself. Second, characteristics of the teaching staff; and third, those of the student body.*

Subsequent sections will examine variables within each of these broad classifications, to study their relation to achievement. However, if that were done without an initial view of all three together, the relative strength of the three, and thus an important result, would be overlooked. The principal result, based on a variety of analyses, is as follows:

Attributes of other students account for far more variation in the achievement of minority group children than do any attributes of school facilities and slightly more than do attributes of staff.

In general, as the educational aspirations and backgrounds of fellow students increase, the achievement of minority group children increases.

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*The general finding of the importance of student body characteristics for educational outcomes has been shown by several investigators. One of the first systematic investigations is reported in Alan B. Wilson, "Residential Segregation of Social Classes and Aspirations of High School Boys." *American Sociological Review*, v. 24, 1959 pp. 836–845.

Such a result must be subject to special scrutiny, because it may be confounded by the student's own educational background and aspirations, which will generally be similar to those of his fellow students. For this reason, throughout the analysis except where indicated, his own background characteristics are controlled to reduce such an effect.

It is useful to examine two tables which provide some of the evidence on which this result is based. One (table 3.23.1) presents the results of regression analyses using eight variables. The eight variables consist of three to represent student backgrounds and attitudes; two to represent school factors; two to represent teacher factors, and one to represent student body qualities. The three background variables are control variables and their effect is not shown. The unique parts of variance accounted for by the other five are shown individually in the table. The unique part asso-

Table 3.23.1.—Percent of variance in verbal achievement uniquely accounted for by one variable representing each of: School facilities (A), curriculum (B), teacher quality (C), teacher attitudes (D), student body quality (E), at grades 12 and 9, 12, 9 and 6

	Joint ABCDE	Unique					
		Common	A	B	C	D	E
GRADE 12							
Puerto Ricans	21.83	11.93	1.00	0.01	0.44	0.89	8.55
Indian Americans	10.60	3.56	.31	.52	0	2.77	3.44
Mexican Americans	15.70	7.45	.22	.20	.27	.42	7.14
Negro, South	11.06	2.80	0	0	.01	.18	8.07
Negro, North	7.59	3.58	.13	.04	0	.17	3.67
Oriental Americans	1.18	.44	.03	.03	.18	.09	.41
White, South	3.02	.25	.02	0	0	.24	2.34
White, North	1.58	.25	.02	0	0	0	1.31
Negro, total	12.43	5.58	.02	1.01	.02	.03	6.77
White, total	2.52	.50	.01	0	0	0	2.01
GRADE 9							
Puerto Ricans	14.46	2.95	.13	.23	.05	.31	10.79
Indian Americans	8.69	2.39	.89	.16	.19	.30	4.76
Mexican Americans	9.22	3.88	.05	.19	.28	1.18	3.64
Negro, South	8.84	3.40	0	0	.07	.02	5.35
Negro, North	3.37	1.38	.07	.01	.01	.24	1.66
Oriental Americans	3.79	−.34	.05	.20	.27	.13	3.48
White, South	2.05	.15	.03	.03	.01	.05	1.78
White, North	1.23	.01	.01	.12	.08	.01	1.10
Negro, total	8.21	3.99	.01	0	.08	.08	4.05
White, total	1.88	−.06	.02	.08	.06	.09	1.69
GRADE 6							
Puerto Ricans	12.01	4.07	.01	.02	.03	.02	7.86
Indian Americans	9.14	2.28	.54	.09	.40	.34	5.49
Mexican Americans	12.91	4.91	0	.01	.10	.22	7.67
Negro, South	9.48	3.22	.05	.03	.06	.04	6.12
Negro, North	4.81	.87	0	.05	.19	.01	3.69
Oriental Americans	4.99	1.39	.15	.42	.08	.04	2.91
White, South	2.13	−.02	.03	0	0	.01	2.11
White, North	4.56	.02	.15	0	.08	0	4.31
Negro, total	9.38	2.85	0	.03	0	.01	6.49
White, total	4.37	−.06	.03	0	.05	.09	4.26

ciated with a single variable is calculated by obtaining the variance accounted for by all eight variables and then independently obtaining the variance accounted for by seven variables (omitting the single variable); the difference between the two variances thus obtained is the unique contribution (to the accounting for of variance) of the single variable.

The first column shows the part of the variance (over and above the part accounted for by the three background control variables) for which the whole set of five variables accounts together. The second column is the "common" part of the five; it is calculated by subtracting the sum of the unique percents of variance from the joint percent. (Grades 1 and 3 are not shown here because extremely small proportions of the variance are accounted for by any of the five school characteristics.)

The table shows vanishingly small unique contributions of school and teacher characteristics, but very large unique contributions of student body characteristics. In addition, the second column of the table shows the variance that is explained in common; that is, variance that could alternatively be explained by more than one of the five variables. Some of this variance is of course attributable to school or teacher variables, and we shall see later that most of it is to be attributed to teacher variables. In any case, an impressive percent of variance is accounted for by student body characteristics.

A different way of viewing the relative importance of school and fellow-student variables for achievement is to give a special advantage to school variables, by letting them account for as much variance as possible, and then introducing characteristics of fellow students to account for whatever additional variance they will. This was done in another analysis, in which the student's own background was statistically controlled. The result is shown in table 3.23.2 for each grade level. At grades 3 and 1, little variance is accounted for either by school characteristics or student body characteristics. This result, in which no variables account for much of the variance in achievement, is true throughout the analysis for grades 3 and 1, despite the large school-to-school variations shown in tables 3.22.1 and 3.22.2.

However, in grades 12, 9, and 6, the greater importance of student body characteristics becomes evident. Even when they are added after school characteristics, they more than double the explained variance for many groups, and sharply increase it for all groups.

These demonstrations could be supplemented by many others; in the many analyses that have been carried out, nearly any student body characteristic is more effective in accounting for variations in individual achievement than is any characteristic of the school itself.

A second general result indicated by tables 3.23.1 and 3.23.2 is that the highest achieving groups, whites and Oriental Americans, show generally least dependence of achievement on characteristics of fellow students. This statement assumes that the differences shown in table 3.23.1 and table 3.23.2 are not due to lesser variation in characteristics of fellow students for Oriental Americans and whites. The variances for student body characteristics (as used in table 3.23.1) and for encyclopedia and students' college plans (the two variables that account for most of the variance at grades 9 and 12 in table 3.23.2) are slightly smaller for these groups. However, when these variances are divided into the numbers in tables 3.23.1 and 3.23.2 the difference still holds with nearly the same strength. This means that a given difference in characteristics of fellow students makes less difference in achievement of these two groups. This indicates, as in previous data, a lesser sensitivity to school environments for children in these groups. It suggests also, as in previous data, that family background which encourages achievement reduces sensitivity to variations in schools. The school, including the student body, apparently has less differential effect upon achievement of children from such backgrounds.

The results suggest, then, that the environment provided by the student body is asymmetric in its effects, that it has its greatest effect on those from educationally deficient backgrounds. The matter is of course more complex than this simple relation, doubtless depending on the relative number of high and low achieving students in the school, and on other factors.

Another result from the data of tables 3.23.1 and 3.23.2, which is consistent with the general difference in sensitivity shown earlier, concerns differences among Negroes. It is those Negroes who are in the South whose achievement appears to vary most greatly with variations in the characteristics of their fellow students. Here, where the most educationally disadvantaged backgrounds are found, and where achievement is lowest, is where student body characteristics make most differences for Negro achievement. It is in these more stable, less urban areas where exposure to children of different educational backgrounds and aspirations has in the past been least possible for Negro children.

Particular student body characteristics.—Having noted the generally strong relation of student body qualities to achievement, the next question becomes what qualities? First, it can be said that student body characteristics measuring the general educational backgrounds of the student body, and those measuring the educational aspirations are highly correlated. That is, a general dimension along which student bodies can be placed is the "average educational level"—either in terms of backgrounds or realistic aspirations—of students. In examining the importance of that dimension, two variables were used; one as a measure of background and the other as a measure of aspirations. The first is the proportion of students who said in the questionnaire that they have an encyclopedia in the home, and the second is the proportion with definite plans to attend college. For grade 6, the latter measure was not available, and a measure of student body quality was constructed from the presence or absence of student-derived problems in the school, as reported by the teachers.

Three measures of present characteristics of the student body were used, as follows:

A measure of student mobility, derived from the principal's report of the percent of students who were transfers in or out of school last year.

A measure of student attendance, from the principal's report.

The average hours of homework, from the student's report (for grades 9 and 12 only).

The relation of these student body measures to individual student achievement is examined in table 3.23.3 under three conditions, all of which control the student's own background. The first condition controls also the per pupil instructional expenditure in school, the second controls as well 10 school facility and curriculum measures (themselves to be examined in the next section), and the third controls as well as the other student body measures introduced here.

There are several results that derive from the table. The first general result that is supported by several aspects of the table is this: The educational backgrounds and aspirations of fellow students appear to provide a facilitating or amplifying effect on the achievement of a student independent of his own background.

Some of the evidence related to this result in table 3.23.3 follows: In grade 12, both the level of background and aspirations of fellow students relate strongly to achievement, and neither's relation to achievement is wholly accounted for when the other is controlled. Second, at the ninth grade, the relation to background is about the same, though the level of educational aspirations of fellow students relates much less strongly to verbal achievement.

In the North, it is the level of fellow-students' aspirations that relates more strongly, while in the South, it is their backgrounds. At the sixth grade, the student body quality as perceived by the teacher relates about as strongly to achievement as the measure of student body background (for whites and for Negroes in the North, more strongly; for Negroes in the South, less strongly).

Another general measure of the student body's affinity for school, which derives partly from general characteristics of the community and partly from management of the school, is attendance. For all groups, it relates moderately to achievement, both before and after other student body factors are controlled.*

A final result from this table concerns mobility. In the North, for both whites and Negroes, achievement is lower where student mobility is high; in the South achievement is higher where student mobility is high.

This reversed relation in the North and South is very likely an urban-rural difference. In cities, certain schools have very high student turnover, and this apparently limits the ability of such schools to produce achievement. But in rural areas, mobility is much lower, and it appears to be those schools which are most fixed and stable in student population that have lowest achievement.

There is one special characteristic of the student body for which the regression analysis provides

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*It is important to note that neither the student's own attendance nor his college aspirations are controlled in this analysis, though six variables in his background are. Thus, there is some confounding of the effect of the environment provided by fellow students with his own characteristics, which are related to them. However, the strength of the fellow-student background measure, when the same background characteristic is controlled for the student himself, and the considerations discussed earlier in this section, indicates that this confounding does not seriously distort inferences from the data.

Table 3.23.2.—Percent of variance in verbal achievement accounted for by school characteristics (A) and by school characteristics plus student body characteristics (A+B). Background characteristics controlled are the first six appearing in table 3.221.5

	Grade 12			Grade 9			Grade 6			Grade 3			Grade 1		
	A[1]	A+B[2]	Gain	A[1]	A+B[2]	Gain	A[1]	A+B[2]	Gain	A[1]	A+B[2]	Gain	A[1]	A+B[2]	Gain
Puerto Ricans	6.67	22.59	15.92	4.07	15.70	11.63	3.21	11.83	8.62	2.27	8.18	5.91	4.52	6.26	1.74
Indian Americans	11.48	22.78	11.30	2.59	9.98	7.39	5.64	9.25	3.61	4.04	5.35	1.31	3.62	5.75	2.13
Mexican Americans	6.59	15.90	9.31	2.82	10.68	7.86	1.47	11.92	10.45	3.50	6.76	3.26	5.64	6.10	.46
Negro, South	8.64	12.69	4.05	7.52	12.66	5.14	4.90	7.77	2.87	.80	1.40	.60	2.14	2.93	.79
Negro, North	3.14	7.73	4.59	1.45	4.62	3.17	.77	2.73	1.96	2.96	5.13	2.17	2.38	3.28	.90
Oriental Americans	3.83	4.40	.57	5.66	11.12	5.46	9.06	12.10	3.04	2.62	7.28	4.66	3.88	6.45	2.57
Whites, South	3.16	4.61	1.45	1.60	2.82	1.22	.57	1.92	1.35	.83	1.91	1.08	.96	1.53	.57
White, North	1.87	2.94	1.07	.73	2.34	1.61	.32	3.63	3.31	.33	1.46	1.13	.83	2.35	1.52
Negroes, total	6.96	12.82	5.86	5.19	10.59	5.40	2.77	5.48	2.71	2.26	2.96	.70	.72	1.76	1.04
Whites, total	2.53	3.69	1.16	1.15	2.44	1.29	.47	3.13	2.66	.33	1.28	.95	.32	1.33	1.01

[1] School characteristics are:
- Per pupil expenditure on staff
- Volumes per student in library
- Science lab facilities (9 and 12 only)
- Extracurricular activities (9 and 12 only)
- Presence of accelerated curriculum (9 and 12 only)
- Comprehensiveness of curriculum (9 and 12 only)
- Use of tracking (9 and 12 only)
- Movement between tracks (9 and 12 only)
- Size
- Guidance counselors (9 and 12 only)
- School location (city suburb, town, country)

[2] Student body characteristics are:
- Proportion whose families own encyclopedias
- Member of student transfers
- Attendance
- Proportion planning to attend college (9 and 12 only)
- Teachers' perception of student-body quality (1, 3, 6 only)
- Average hours of homework (9 and 12 only)

some additional evidence. This is the racial composition of the student body. The problem of assessing its effect is vastly complicated by the fact that students of both races in racially heterogeneous schools are not representative of all students of their race, but are often highly unrepresentative. Nevertheless, with this caution it is useful to examine the achievement of students of each race in schools of varying different racial composition.

The question of performance of children in schools of different racial composition is often confused by not separating several different components:

- i. Effects due to different facilities and curriculum in the school itself.
- ii. Effects due to differences in educational deficiency or proficiency of fellow students that are correlated with race, though not universally so.
- iii. Effects due to racial composition of the student body apart from its level of educational proficiency.

Some insight into these effects may be gained by examining what the racial composition of the student body can tell us about the achievement of students of each race under different levels of prior information, as follows (under all conditions, his own family background characteristics are controlled):

- (A) In the first instance, if we know nothing about the school except its per-pupil instructional expenditure;
- (B) In the second case, if we know also a variety of school facility and curriculum characteristics;
- (C) In the third case, if we know also several characteristics of the student body, such as those examined in the preceding section.

In all these cases, we ask what does the racial composition of the student body (measured as proportion of students that are white and not Puerto Rican or Mexican American) tell us in addition about the achievement of a student of a given racial or ethnic group. These various conditions are presented in table 3.23.4 for grades 3, 6, 9, and 12. It is worth remarking that the added variance accounted for under some of the conditions is large indeed, relative to the variance explained by most school factors. There are a few other student body variables that add more to the explained variance, but not much more. These numbers must also be viewed relative to the total between-school variance, which is less than 20 percent for Negroes and less than 10 percent for whites. (See table 3.22.1.)

The first quite general result in this table is that as the proportion white in a school increases, the achievement of students in each racial group increases. This does not yet separate out the effects i, ii, and iii. We shall raise the question shortly about which of these effects appear to be most important.

The second general result is that this relationship increases as grade in school increases. The relationship is absent at grade 3, and strongest at grade 9, and 12. This gives some assurance that the relation is not due to associated factors, which should produce an apparent effect at all grades alike.

A third point to note is that the additional knowledge of school characteristics (condition A+B compared to A) reduces only slightly the added influence of racial composition. This leads to the third important result: The higher achievement of all racial and ethnic groups in schools with greater proportions of white students is not accounted for by better facilities and curriculum in these schools (to the extent these were measured by our questionnaires). But a comparison of this condition with the next (A+B+C) which includes information about the student body's educational background and aspirations shows that the latter characteristics do sharply reduce the added variance explained by racial composition. (As explained in section 3.2A, an appearance of sharp reduction in apparent effect is likely to mean in reality complete absence of effect.) This leads to still another important result: The higher achievement of all racial and ethnic groups in schools with greater proportions of white students is largely, perhaps wholly, related to effects associated with the student body's educational background and aspirations. This means that the apparent beneficial effect of a student body with a high proportion of white students comes not from racial composition per se, but from the better educational background and higher educational aspirations that are, on the average found among white students. The effects of the student body environment upon a student's achievement appear to lie in the educational proficiency pos-

Table 3.23.3.—Additional variance in verbal achievement accounted for by student body factors under 3 conditions: per-pupil instructional expenditure (A); with 10 school variables added (B)[2]; and with other student body characteristics added (C)[3]. (Six background factors controlled)

Item	Grade 12			Grade 9			Grade 6		
	A	A+B	A+B+C	A	A+B	A+B+C	A	A+B	A+B+C
Negro total:									
Total explained[1]	(2.17)	(2.77)	((15.48))	(2.55)	(5.19)	((10.59))	(2.62)	(6.96)	((12.82))
Encyclopedia	8.03	4.26	1.93	6.36	4.68	3.82	2.16	2.00	1.32
Mobility	(−).22	(−).37	(−).11	(−).35	(−).36	(−).35	.01	.01	.01
Attendance	.68	1.04	.29	.75	.97	.12	1.00	.98	.38
College (9, 12)	6.52	3.18	.09	.52	.26	(−).11			
Teachers' report (6)							.42	.47	.28
Homework	.11	.08	(−).01	.32	.40	.10			
White total:									
Total explained[1]	(.36)	(.47)	((3.13))	(.64)	(1.15)	((2.44))	(.80)	(2.53)	((3.69))
Encyclopedia	1.02	.48	.12	1.11	.98	.80	1.13	1.22	.27
Mobility	.00	(−).04	(−).01	(−).01	(−).03	.00	.02	.04	.14
Attendance	.12	.23	.10	.37	.36	.24	.37	.36	.08
College (9, 12)	1.52	.90	.48	.13	.07	.00			
Teachers' report (6)							2.16	2.15	1.21
Homework	.12	.04	(−).02	(−).01	(−).02	(−).07			
Negro, North:									
Total explained[1]	(.14)	(.77)	((2.73))	(.02)	(1.45)	((4.62))	(.09)	(3.14)	((7.73))
Encyclopedia	4.71	2.25	.55	1.82	1.61	1.26	1.36	1.31	.65
Mobility	(−).94	(−).97	(−).36	(−).92	(−).84	(−).74	(−).16	.05	.00
Attendance	1.29	1.04	.23	1.02	1.04	.25	.44	.41	.08
College (9, 12)	5.35	3.09	1.36	.22	.10	.34			
Teachers' report (6)							1.37	1.10	.48
Homework	.20	.05	(−).13	.63	.51	.14			
Negro, South:									
Total explained[1]	(3.49)	(4.90)	((7.77))	(2.89)	(7.52)	((12.66))	(2.98)	(8.64)	((12.69))
Encyclopedia	7.04	2.90	1.54	7.99	4.66	3.29	2.64	1.86	.94
Mobility	.10	.07	.05	.06	.05	.00	1.03	.84	.28
Attendance	.29	.48	.30	.39	.85	.57	1.09	1.18	.51
College (9, 12)	5.58	1.90	.62	.40	.02	(−).09			
Teachers' report (6)							.08	.13	.18
Homework	.64	.09	.16	.80	1.03	(−).06			

White, North:									
Total explained[1]	(.05)	(.32)	((3.63))	(.14)	(.73)	((2.34))	(.29)	(1.87)	((2.94))
Encyclopedia	.76	.39	.08	.82	.83	.75	1.29	1.36	.16
Mobility	(−).10	(−).19	(−).11	(−).15	(−).16	(−).03	.04	.10	.30
Attendance	.16	.19	.04	.81	.69	.57	.32	.25	.02
College (9, 12)	1.04	.79	.40	.00	.00	(−).09			
Teachers' report (6)							2.80	2.82	1.67
Homework	.13	.02	(−).02	(−).01	(−).05	(−).06			
White, South:									
Total explained[1]	(.15)	(.57)	((1.92))	(.21)	(1.60)	((2.82))	(.06)	(3.16)	((4.61))
Encyclopedia	1.69	.54	.06	1.56	.86	.62	.67	.44	.08
Mobility	.50	.17	.23	.39	.15	.06	.01	.00	.01
Attendance	.01	.28	.22	(−).04	.02	.00	.53	.57	.32
College (9, 12)	2.53	.95	.45	.95	.36	.17			
Teachers' report (6)							1.04	.86	.52
Homework	.35	.12	.01	.19	.24	.04			

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[1] The total explained variance under columns A and A+B (marked by parentheses) does not include the contributions of the listed items. Under column A+B+C (that marked by double parentheses) does include their contributions.

[2] School characteristics are:
- Per pupil expenditure on staff
- Volumes per student in library
- Science lab facilities (9 and 12 only)
- Extracurricular activities (9 and 12 only)
- Presence of accelerated curriculum (9 and 12 only)
- Comprehensiveness of curriculum (9 and 12 only)
- Use of tracking (9 and 12 only)
- Movement between tracks (9 and 12 only)
- Size
- Guidance counselors (9 and 12 only)
- School location (city suburb, town, country)

[3] Student body characteristics are:
- Proportion whose families own encyclopedias
- Member of student transfers
- Attendance
- Proportion planning to attend college (9 and 12 only)
- Teachers' perception of student-body quality (1, 3, 6 only)
- Average hours of homework (9 and 12 only)

(−) preceding the number indicates that the partial relationship of the attitude to achievement is negative.

Table 3.23.4.—Additional percent of variance in achievement explained by proportion white in school under different prior states of information: (6 variables in student's own background controlled), per pupil expenditures on staff in the school (A); additional facilities and curriculum characteristics of school (B) characteristics of student body (C); effect is toward higher achievement except where (−) precedes number

	Grade 12			Grade 9		
	A	A+B	A+B+C	A	A+B	A+B+C
Puerto Ricans	17.06	13.53	3.98	7.76	8.45	0.81
Indian Americans	12.61	6.93	.15	8.50	11.21	5.19
Mexican American	12.51	9.45	1.87	11.50	11.52	4.20
Negro, South	1.52	1.67	.39	2.35	1.62	.34
Negro, North	2.90	1.83	.41	2.41	1.36	.82
Oriental Americans	.77	1.70	(*)	.89	.30	(*)
White, South	.00	.01	(−).01	.00	.04	.00
White, North	.56	.81	.21	1.40	1.40	.41
Negro total	3.29	3.54	.68	3.01	1.54	.67
White total	.29	.29	.13	.69	.91	.25

	Grade 6			Grade 3		
	A	A+B	A+B+C	A	A+B	A+B+C
Puerto Ricans	6.34	6.66	0.78	5.24	5.02	1.51
Indian Americans	2.83	4.59	2.02	2.60	1.91	.96
Mexican American	9.70	9.06	1.67	3.08	3.52	1.00
Negro, South	1.31	1.62	.56	(−).23	(−).18	(−).28
Negro, North	1.46	1.36	.37	.09	.14	(−).07
Oriental Americans	.06	.09	.04	3.52	2.25	.52
White, South	.34	.39	.15	.19	.16	.04
White, North	1.50	1.38	.34	.01	.04	(−).05
Negro total	1.12	1.54	.40	(−).01	.00	(−).07
White total	1.06	1.04	.23	.04	.06	(−).01

*The regression had insufficient data for estimation.

sessed by that student body, whatever its racial or ethnic composition.*

This result does, however, give some insight into the way in which achievement levels of two groups can remain quite different over a long period of time. If a large part of the effect of a school on a student is accounted for by the achievement level of other students in the school, then in a segregated system, if one group begins at an educationally impoverished level, it will tend to remain at that level.

Ordinarily, one has a conception of school's effect as consisting of a strong stimulus from the outside, independent of the immediate social context of the students. In view of the results of this section, it appears that a more appropriate conception may be that of a self-reproducing system, in which most of the effects are not independent of the social context, but are, rather, internal ones.

3.231 Two comments on the analysis.—The results of the preceding sections are enough at variance with common beliefs that a number of questions are likely to be raised about the analysis.

One such question is this: Why are the racial and ethnic groups separated in the analysis? Let us suppose that all Negroes go to equally bad schools and all whites go to equally good schools, or vice versa. Then the analysis which keeps the groups separate will show no effectiveness of school characteristics, because for each racial or ethnic group, the schools are uniformly bad or good.

First, it is important to make clear why the racial groups were kept separate in the analysis.

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*The data show a lesser residual relationship (column A+B+C) for whites than Negroes and for Southern whites than for Northern ones. However, this is largely due to the lesser variation in racial composition of student body for whites than for Negroes, and for Southern whites than Northern ones.

When achievement differs as much as it does between these groups, then to analyze the groups together, without controlling for race or ethnicity of the student, would cause any school characteristics highly associated with race or ethnicity to show a spurious relation to achievement. For example, race of teacher, which is highly correlated with the student's own race, would show a high relation to achievement if the student's race were not controlled. In short, it would not be good methodology to fail to control on a variable—race or ethnicity in this case—which is known to have a high and stable relation to the dependent variable, independently of characteristics of the school attended by the student.

An examination was carried out, without controlling for race, of whether school factors might appear to account for large portions of the variance.* It used the five school average variables shown in table 3.23.1, together with the same three individual student variables used in that analysis: Family economic background, family educational background and interest, the student's attitude. The five variables characterizing the school were school facilities, school curriculum, teacher qualities, teacher attitudes, and student body characteristics. Table 3.231.1 shows the unique contribution of each of these five, in a regression containing all eight variables, as well as the unique contribution of all five together, at grades 3, 6, 9, and 12. The table shows that the school and staff factors make very small unique contributions to the variance, just as is the case when the racial and ethnic groups were treated separately (table 3.23.1). The one variable at the level of the school that does make a strong unique contribution is the educational backgrounds and aspirations of fellow-students—the student body variable. It may be noted parenthetically that even the meager contribution of teacher attitudes may be largely a result of the correlation of these attitudes with the race or ethnicity of the student in the school.

Also it must be emphasized that with respect to teacher quality we deal only with school averages. The variance of pupil achievement accounted for differences between teachers in the same school cannot be explored by means of the data of the survey.

A second question will likely be raised for which the data of the survey provide less direct evidence. The question can be posed in this way: School effects were not evident because no measurement of educational growth was carried out. Had it been, then some schools might have shown much greater growth rates of students than would others and these rates might have been highly correlated with school characteristics.

If this were the case, then one of the strongest implications would be that the correlation between family background and achievement should show a decrease over the years of school roughly proportioned to the school effect, and correspondingly, school factors should show an increase in correlation with achievement. Only if family background were homogeneous within schools, and if the school's effect were highly correlated with family background, would a school effect maintain a high correlation of achievement to family background. But it has already been shown that schools appear to have an effect that is dependent upon the average family background in the school—an effect through the student body not through the characteristics of the school itself. Thus, the question posed above can only be meaningful if it refers to an effect independent of the student body composition. And such an effect, as indicated above, would reduce the correlation between family background factors and achievement, and increase the relation of school factors with achievement. Yet there is little increase in the variance in achievement explained by school characteristics, though there is some increase in variance explained by teacher characteristics (as section 3.25 will show), and more increase in variance explained by student body characteristics. Also, table 3.221.3 showed that considering both subjective and objective background, the multiple correlation between background factors and achievement remains constant or increases over grades 6 to 12 for Negroes, and whites. (Grades 1 and 3 could not be included in the comparison because several family background measures were not obtained at the grades 1 and 3.) It is likely that measurement was not as good at grade 6, which makes precise comparison not possible; but it is clear that no strong outside stimulus is making its impact felt in such a way as to interfere with the general relation of background to achievement; that is, it is clear that schools are not acting as a strong stimulus independent of the child's background, or the level of the student body. For if they were, there would be a decline in this correlation, proportional to the strength of such stimulus. This is not to say, of course, that schools have no effect, but rather that what effects they do have are highly correlated with the individual student's background, and with the educational background of the student body in the school; that is, the effects appear to arise not principally from factors that the school system controls, but from factors outside the school proper. The stimulus arising from variables independent of the student background factors appears to be a relatively weak one.

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*If any school factors were highly associated with race, they would certainly account spuriously for a large fraction of the variance in achievement. Thus, an apparent school effect would not necessarily represent a true school effect.

Table 3.231.1.—Unique percent of variance in verbal achievement accounted for by characteristics of schoolteachers, and student body, in regression with 2 family background factors and 1 individual attitude

	Grades			
	12	9	6	3
Unique contribution to variance accounted for by—				
School facilities	0	0	0	0
School curriculum	0	.2	0	0
Teacher qualities	0	0	0	.1
Teacher attitudes	.8	.9	.4	.3
Student body characteristics	4.7	4.9	8.2	1.4
Unique of all 5 jointly	9.6	8.1	10.9	2.5
Total by all 8	35.4	38.1	37.7	12.9

3.24 School facilities and curriculum

The study of characteristics of school facilities and curriculum must take as its starting point the surprisingly small amount of variation in student achievement accounted for by variations in these characteristics. Nevertheless, something can be learned about achievement in schools with differing characteristics by proceeding somewhat arbitrarily to introduce successively selected school characteristics to examine what aid they give in accounting for variance in achievement. In carrying out this examination of particular school factors, the comparatively small samples of groups other than Negro and white make results from these groups quite variable, and of little value in learning the achievement associated with given school characteristics. Thus, only Negroes and whites, for the country as a whole and for North and South separately, will be examined. The overall per pupil expenditure on staff is introduced first, as an overall measure of the community's input of resources into the school. Even at this initial point, however, student background differences are controlled so that the results will not be masked by the community's input of students into the school. Hence, the residual relationship shows the higher achievement of children who report similar backgrounds in schools with high per pupil expenditure. The data from this examination are presented in table 3.24.1, and they lead to the first result of this section: For schools attended by Negroes in the South, but among no other groups, high per pupil expenditure is associated with higher achievement, at grades 6, 9, and 12, after background differences of students are controlled. This result means that for Negroes in the South, achievement is appreciably lower in schools with low per pupil expenditure than in schools with high expenditure. Another comparison makes the differences between this group and others even sharper: the variance in per pupil expenditure among Negroes and whites in the South is only a tenth to a third as great as that for other groups. Consequently, the contrast between this relationship for Southern Negroes and its relative absence elsewhere is even more marked.

This is not to say by any means that expenditure differences in themselves create such differences in achievement for Southern Negroes. This measure very likely represents other differences in the community. As section 3.23 showed, when student body characteristics are taken into account, the variance accounted for by a facilities measure (which includes per pupil expenditure) is very small indeed. In fact, if adjustments had been made to remove student body factors in the present analysis, together with facilities and curriculum measures, the unique contribution of per pupil expenditure for Southern Negroes would have nearly vanished.

The next step in the examination is to introduce certain selected facilities and curriculum measures which gave evidence in early analyses of showing most relation to achievement or appear to be intrinsically important in school policy (such as grouping or tracking). Some facilities measures, such as the pupil/teacher ratio in instruction, are not included because they showed a consistent lack of relation to achievement among all groups under all conditions.

Table 3.24.1.—Variance accounted for by per pupil instructional expenditure grades 12, 9, 6, after 6 background variables are controlled

	12	9	6
Negro, South	2.98	2.89	3.49
Negro, North	.09	.02	.14
White, South	.06	.21	.15
White, North	.29	.14	.05
Negroes, total	2.62	2.55	2.17
Whites, total	.80	.64	.36

The facilities and curriculum measures are—

- volumes per student in school library
- science laboratory facilities (9 and 12 only)
- number of extracurricular activities (9 and 12 only)
- presence of an accelerated curriculum
- comprehensiveness of the curriculum (9 and 12 only)
- strictness in promotion of slow learners (6 only)
- use of grouping or tracking (9 and 12 only)
- movement between tracks (9 and 12 only)
- school size
- number of guidance counselors (9 and 12 only)
- urbanism of school's location.

For all Negroes and all whites, and for each race in the North and the South separately, the analysis allows us to examine the added variance that any one of these measures would account for under two different conditions—when only knowledge of student background and per pupil instructional expenditure of the school is given, and when in addition knowledge of all the other facilities and curriculum measures is given. That is, under the first condition, only the measures of student input and financial input into the school are controlled; under the second condition, a variety of other facilities and curriculum measures are also controlled. The data are given in table 3.24.2.

Variations among grades.—The general comparison between grades shows that the facilities and curriculum measures account for an increasingly larger amount of variance in achievement from the 6th to the 12th grades. Very little of the variance is accounted for at the 6th grade by most measures, somewhat more at the 9th, and still more at the 12th. The absence of relation for most items at grade 6 is a result of the low variation among schools with respect to these facilities in elementary schools.

Variations between Negroes and whites.—The generally lesser variance accounted for by school-to-school differences for whites is evident here. For whites, less variance is accounted for by all characteristics, and little or none is accounted for by many.

Variation between regions.—For both Negroes and whites, and for nearly all measures, more variance is accounted for by school differences in the South than by school differences in the North. This result accords with previous results that show the greater relation of achievement to school differences in the South than in the North.

Particular facilities and curriculum measures.—One variable that explains a relatively large amount of variance at grades 9 and 12 under the first condition (A) is school size. (The lack of relation at grade 6 may be a result of the lesser variation in size of elementary schools.) The relation is strongest for Negroes in the South, but not absent for whites in the South. However, most of its apparent effect vanishes if various facilities and curricular differences are controlled. That is, the higher achievement in larger schools is largely accounted for by the additional facilities they include. There is some evidence, among the whites in the North, that school size may have a reverse effect, perhaps for the largest schools. The indication that the effects of size may differ in rural areas where the size of schools is quite small and in urban ones where the size is quite large is given further support by table 3.24.3, which separates each race into metropolitan and nonmetropolitan areas, and shows the amount of explained variance added by introducing school size. (This measure of variance added is under the condition that all characteristics above it in table 3.24.2 had been controlled. Thus, it is with A plus most of B controlled.)

This shows a slightly greater difference between the effects by the urban-rural classification than by the North-South classification, and adds support to the indication that there might be a negative effect of size in metropolitan areas.

A variable which can aid in the interpretation of this relation is urbanism of school's location. In urban areas, this variable expresses the difference in location between city and suburb; outside urban areas, it expresses the difference in location between rural, small town, and larger town locations. For both Negroes and whites this variable is positively related to achievement in the South, where the difference is principally the difference between rural and small or larger town, but it is not positively related to achievement in the North, where the variable difference measures principally suburb versus city. This again suggests that quite apart from facilities and curriculum, the smallest and most rural schools have lower achievement than larger and more urban schools, but the largest and most urban do not have higher achievement than those of middle size and again, that this is most true for Negroes.

Several of the measures in table 3.24.2 can be dismissed rather quickly. Tracking shows no relation to achievement, and thus the apparent relation of movement between tracks to achievement cannot be meaningfully interpreted.

Comprehensiveness of the curriculum shows small and inconsistent relations to achievement. The existence of an accelerated program in the curriculum does, however, show a consistent relation to achievement at grade 12, particularly in the North, both before and after other curriculum and facilities measures have been controlled. It is not possible to tell conclusively, however, whether the accelerated program is truly effective

Table 3.24.2.—Unique percentage contributions to variance in verbal achievement by individual facilities and curricular measures, given knowledge of student background (6 background variables controlled) and per pupil expenditure (A), and given knowledge of A plus 10 facilities and curriculum measures (B)

	Grade 12		Grade 9		Grade 6	
	A	A+B	A	A+B	A	A+B
Negro total:						
Total variance accounted for [1]	(2. 62)	((6. 96))	(2. 55)	((5. 19))	(2. 17)	((2. 77))
Expenditure	----------	. 54	----------	. 87	----------	1. 62
Volumes	. 04	. 05	(−). 04	0	(−). 01	. 02
Laboratories	1. 61	. 42	. 04	. 07	----------	----------
Extracurricular	1. 64	. 10	. 12	. 01	----------	----------
Accelerated	. 59	. 11	. 11	. 04	. 08	. 07
Comprehensiveness (12, 9)	. 61	0	. 08	(−). 01	----------	----------
Promotion strictness (6)	----------	----------	----------	----------	. 25	. 22
Grouping or tracking	(−). 01	. 10	(−). 14	(−). 01	----------	----------
Movement between tracks	(−). 40	(−). 19	(−)1. 14	(−). 88	----------	----------
Size	2. 55	. 16	1. 32	. 09	0	. 04
Guidance	2. 61	. 06	1. 25	. 06	----------	----------
Urbanism	2. 12	. 11	. 88	. 15	. 23	. 28
White total:						
Total variance accounted for [1]	(0. 80)	((2. 53))	(0. 64)	((1. 15))	(0. 36)	((0. 47))
Expenditure	----------	. 54	----------	. 87	----------	1. 62
Volumes	(−). 11	(−). 12	. 06	. 03	. 01	. 01
Laboratories	. 62	. 20	0	(−). 05	----------	----------
Extracurricular	. 04	. 93	. 07	. 02	----------	----------
Accelerated	. 67	. 33	. 01	0	. 02	. 02
Comprehensiveness (12, 9)	0	(−). 02	(−). 14	(−). 13	----------	----------
Promotion strictness (6)	----------	----------	----------	----------	. 05	. 05
Grouping or tracking	(−). 02	0	(−) 01	0	----------	----------
Movement between tracks	. 02	0	(−). 02	0	----------	----------
Size	(−). 22	(−). 19	. 04	. 04	0	0
Guidance	. 16	. 81	. 22	. 17	----------	----------
Urbanism	. 04	. 28	. 08	0	(−). 03	. 03
Negro, North:						
Total variance accounted for [1]	(0. 09)	((3. 14))	(0. 02)	((1. 45))	(0. 14)	((0. 77))
Expenditure	----------	0	----------	(−). 05	----------	. 16
Volumes	(−). 28	(−). 28	(−). 04	(−). 03	0	0
Laboratories	. 97	. 77	. 32	. 15	----------	----------
Extracurricular	1. 07	. 71	. 16	0	----------	----------
Accelerated	. 96	. 58	. 31	. 19	. 09	. 06
Comprehensiveness (12, 9)	. 22	(−). 19	. 02	0	----------	----------
Promotion strictness (6)	----------	----------	----------	----------	. 46	. 44
Grouping or tracking	. 11	. 52	. 02	. 09	----------	----------

See footnote at end of table.

Table 3.24.2.—Unique percentage contributions to variance in verbal achievement by individual facilities and curricular measures, given knowledge of student background (6 background variables controlled) and per pupil expenditure (A), and given knowledge of A plus 10 facilities and curriculum measures (B)—Continued

	Grade 12		Grade 9		Grade 6	
	A	A+B	A	A+B	A	A+B
Negro, North—Continued						
Movement between tracks	.07	(−).14	(−).38	(−).27	----------	----------
Size	.40	0	.46	.28	(−).01	0
Guidance	.38	(−).03	.18	(−).01	----------	----------
Urbanism	.30	.02	(−).02	(−).05	(−).08	(−).03
Negro, South:						
Total variance accounted for [1]	(2.98)	((8.64))	(2.89)	((7.52))	(3.49)	((4.90))
Expenditure	----------	.65	----------	1.40	----------	1.90
Volumes	1.37	.86	(−).04	.14	(−).09	(−).08
Laboratories	1.93	.37	.08	.12	----------	----------
Extracurricular	1.10	0	(−).28	.23	----------	----------
Accelerated	.30	0	.28	.12	.05	.05
Comprehensiveness (12, 9)	.57	.05	.27	(−).05	----------	----------
Promotion strictness (6)	----------	----------	----------	----------	.06	.09
Grouping or tracking	(−).02	.02	(−).28	(−).01	----------	----------
Movement between tracks	(−).44	(−).07	(−)1.43	(−)1.36	----------	----------
Size	3.72	.27	2.85	.15	.02	(−).06
Guidance	3.04	0	2.40	.06	----------	----------
Urbanism	2.80	.21	1.99	.03	1.10	1.20
White, North:						
Total variance accounted for [1]	(0.29)	((1.87))	(0.14)	((0.73))	(0.05)	((0.32))
Expenditure	----------	.13	----------	.11	----------	.05
Volumes	(−).12	(−).18	.17	.07	.02	.02
Laboratories	.33	.15	.02	(−).01	----------	----------
Extracurricular	.43	0	.02	.03	----------	----------
Accelerated	.66	.72	.01	0	.03	.05
Comprehensiveness (12, 9)	(−).05	.17	.29	.32	----------	----------
Promotion strictness (6)	----------	----------	----------	----------	.03	.04
Grouping or tracking	(−).01	(−).01	0	0	.03	.04
Movement between tracks	.05	0	0	0	----------	----------
Size	.02	(−).35	(−).03	(−).03	.01	(−).01
Guidance	.28	.14	.01	.03	----------	----------
Urbanism	.06	0	(−).01	.06	(−).17	(−).17
White, South:						
Total variance accounted for [1]	(0.06)	((3.16))	(0.21)	((1.60))	(0.15)	((0.57))
Expenditure	----------	(−).17	----------	.12	----------	.11
Volumes	.03	.04	0	0	.01	.03
Laboratories	.87	.47	(−).08	(−).08	----------	----------
Extracurricular	1.57	.02	.30	0	----------	----------
Accelerated	.42	(−).01	.22	.01	.01	(−).01
Comprehensiveness (12, 9)	.33	.06	0	0	----------	----------
Promotion strictness (6)	----------	----------	----------	----------	.13	.11
Grouping or tracking	(−).03	(−).03	(−).02	0	----------	----------
Movement between tracks	0	(−).18	(−).02	(−).08	----------	----------
Size	1.13	0	.63	0	.22	.22
Guidance	2.23	.11	1.01	.39	----------	----------
Urbanism	.98	.33	.77	.03	.06	.05

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[1] Total variance accounted for under condition A ( ) does not include in the regression the listed facilities. Under condition A+B (( )), it does include these facilities.

Table 3.24.3.—Unique percentage contribution of school size to explained variance in verbal achievement, when student background factors, per pupil instructional expenditure, selected facilities, and selected curriculum factors are controlled

	Grade 12	Grade 9	Grade 6
Negro:			
North	(—)0. 01	0. 21	(—)0. 01
South	1. 59	1. 12	. 02
In metropolitan area	. 07	. 13	(—). 02
Outside metropolitan area	2. 87	1. 59	(—). 01
White:			
North	(—). 27	(—). 04	(—). 01
South	. 33	. 23	. 22
In metropolitan area	(—). 43	. 01	. 01
Outside metropolitan area	. 08	. 00	. 00

in providing additional opportunity, or merely an additional indicator of a student body with high achievement or of a community with high educational interest.

The number of volumes per student in the school library shows small and inconsistent relations to achievement. However, both the number of science laboratories and the number of extracurricular activities have a consistent relation of moderate size to achievement. The number of extracurricular activities accounts for more variation in achievement before other school factors are controlled, but it accounts for less than laboratories after they are controlled. This indicates that extracurricular activities are more highly associated with other attributes found in schools with high achievement, but that the existence of laboratories has a more intrinsic relation to high achievement.

The general picture that all these results give of schools that come closest to taking full advantage of their student input is one with generally greater resources. The relations are not large, but they are all in the direction of somewhat higher achievement: higher per pupil instructional expenditure, a curriculum that offers greater challenges, more laboratories and more activities. However, probably the most important result is the one stated in the preceding section: that characteristics of facilities and curriculum are much less highly related to achievement than are the attributes of a child's fellow students in school.

It is clear that the other variations among the schools in this survey have almost overwhelmed any effects of variations in the curriculum. A more intensive study, more fully focussed on these curricular variables alone, would be necessary to discover their effects. But this fact alone is important: Differences in school facilities and curriculum, which are the major variables by which attempts are made to improve schools, are so little related to differences in achievement levels of students that, with few exceptions, their effects fail to appear even in a survey of this magnitude.

3.25 Teachers' characteristics

Teachers of these students differed in a number of ways. Most Negroes are taught by Negro teachers, whites are almost always taught by whites; teachers of Negroes tend to have more positive attitudes toward school integration, and less often express a preference for teaching middle class, white-collar workers' children. Teachers of Negroes scored lower on the vocabulary test taken by teachers; and there were other differences as well—all as indicated in part 2.

In assessing the effect of teachers' characteristics upon achievement, teachers in a school were aggregated to obtain averages for the teaching staff in that school. For grades 1, 3, and 6, aggregation was done only over teachers who taught grades 1–6; for grade 9, aggregation was done only over teachers who taught grades 7–12; and for grade 12, aggregation was done only over teachers who taught grades 9–12.

Altogether, variation in school averages of teachers' characteristics accounted for higher proportion of variation in student achievement than did all other aspects of the school combined, excluding the student body characteristics. Several teachers' characteristics were selected for special examination, after eliminating a number of characteristics that appeared, in early regressions, to have little effect. Other variables were eliminated because they were highly correlated with one or more of those remaining, and thus their effects could not easily be distinguished. The variables which remain must be regarded in part as surrogates for other variables that are related to them. Thus, as with any investigation into a complex set of relations, the results must be interpreted with caution because of the many factors that could not be simultaneously held constant.

The teacher variables selected for special examination were—

(1) The average educational level of the teachers' families (mother's education was used).

(2) Average years of experience in teaching.

(3) The localism of the teachers in the school: whether they had attended high school and college in the area, and had lived there most of their lives.
(4) The average level of education of the teachers themselves.
(5) The average score on vocabulary test self-administered by the teachers.
(6) The teachers' preference for teaching middle-class, white-collar students.
(7) The proportion of teachers in the school who were white.

The first important result from this examination is that the effect of teachers' characteristics shows a sharp increase over the years of school. The variance in achievement explained by variation in average teacher characteristics is very small at lower grades and increases for higher grades. This effect is shown in table 3.25.1. In this table, attention should be focused particularly on shifts from grades 6 to 12, since analyses in earlier sections have shown the generally lesser relation of any variables to achievement at grades 1 and 3. When grades 6, 9, and 12 are considered, there is a general increase for whites and Negroes in both regions. The other minority groups show less consistency; however, the relation is greatest at grade 12 for nearly all groups.

Table 3.25.1.—Percent of variance in verbal achievement accounted for by 7 selected teacher variables at grades 12, 9, 6, 3, and 1, with background factors controlled [1]

	Grade 12	Grade 9	Grade 6	Grade 3	Grade 1
Puerto Ricans	18.38	9.70	8.11	2.60	4.70
Indian Americans	15.75	7.25	17.95	3.71	10.97
Mexican-Americans	14.63	11.71	12.59	2.31	2.18
Negroes, South	9.97	7.72	5.29	1.73	.91
Negroes, North	4.35	1.58	2.19	2.38	1.38
Oriental Americans	1.77	3.18	4.19	3.92	6.04
Whites, South	2.07	2.49	1.12	1.08	.46
Whites, North	1.89	1.02	1.67	.85	.87
Negroes, total	9.53	6.77	3.52	2.83	.52
Whites, total	1.82	1.03	1.23	.59	.37

[1] Only the 4 background variables 1, 2, 5, and 6 from table 3.221.1, measured in all 5 grades, were controlled in grades 1 and 3; for comparability with secs. 3.23 and 3.24, 6 background variables were controlled in grades 6, 9, 12.

The table shows a second important result. The apparent effect of average teacher characteristics for children in a given group is directly related to the "sensitivity" of the group to the school environment. In particular, Southern Negroes appear to be more affected than Northern Negroes, and whites appear least affected of all groups.*

This result is an extremely important one, for it suggests that good teachers matter more for children from minority groups which have educationally deficient backgrounds. It suggests as well that for any groups whether minority or not, the effect of good teachers is greatest upon the children who suffer most educational disadvantage in their background, and that a given investment in upgrading teacher quality will have most effect on achievement in underprivileged areas.

The specific teacher variables selected for examination show the contribution of each of these variables to explanation of the overall variance. These effects are shown for Negroes and whites at each grade level in table 3.25.2. The table shows the cumulative amount of variance explained as each of these variables is added, in the order indicated above.

These data show again the strikingly stronger effect of teacher variables for Negroes than for whites. For whites, none of these characteristics of teachers show much effect at any grade level. For Negroes, the variables which do show an effect do so increasingly with higher grade levels.

The variables that show most effect are the teachers' family education level (a positive effect), the teachers' own education (positive effect), and the score on the vocabulary test (positive effect). Teachers' attitudes show a slight effect in some grades (negative effect of preference for middle-class students); as does experience (positive effect), while localism and proportion white show little or no effect. For other minority groups, similar results hold, except that teachers' experience shows inconsistent directions of effect, suggesting that it has no effect of its own, teachers' preference for middle-class students has a stronger and consistently negative effect for Mexican Americans, Puerto Ricans, and Indians, and proportion white teachers has a consistently positive effect for these three groups.

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*To determine whether this differential relation is merely a result of greater variation in teachers' characteristics for Southern Negroes compared to Northern ones, or in fact a greater effect of a given amount of variation, the variances of the three most important variables, teachers' verbal ability, family educational background, and own education, were examined. These variances are approximately the same for Northern and Southern Negroes, indicating that it is not a difference in variability of teachers, but a difference in the effect of a given degree of variability that is responsible for the different relation.

The strongest result to derive from these tabulations (beyond the greater effect for groups of high sensitivity to school environments and the greater effect with increasing grade level) is that the teachers' verbal skills have a strong effect, first showing at the sixth grade, indicating that between grades 3 and 6, the verbal skills of the teacher are especially important. This result is shown in the table for Negroes, and it holds as well for each of the other minority groups. For each of those groups the jump from grade 3 to grade 6 in added variance explained by teachers' verbal skills is even greater than that for Negroes.

The second, and less strong effect for Negroes, is that the teachers' educational level (both family education and teachers' own education) or some variable for which this is a surrogate, begins to make a difference at grades 9 and 12. (The same general result holds for the other minority groups, except that the teachers' own education shows more variable effects from these groups.)

An overall examination of school, teacher, and student environment variable together is possible, now that all three have been examined individually. This examination is carried out in table 3.25.3, which shows the variance accounted for by teacher variables, by teacher variables plus the school characteristics examined in section 3.24, and by these two sets of variables plus the student environment variable examined in section 3.23. The third column of this table shows that, altogether, these variables account for nearly all of the school-to-school variation for the groups other than Negroes and whites at grade 12, but considerably less than that for Negroes and whites and less for all groups at grades 9 and 6. The relative strength of these three acts of variables can be examined by comparing the first column (teacher variables alone) with the first line in the second column of table 3.24.2 (school characteristics alone) and the second column (teacher plus school characteristics) with the second column of table 3.23.2 (student environment plus school characteristics). This comparison shows that the school characteristics are the weakest of the three, and that teachers' characteristics are comparable to but slightly weaker than characteristics of the student environment.

Thus the effects of teacher variables upon student achievement show several important results. Restating these results, they are—

1. Teacher differences show a cumulative effect over the years in school.

2. Teacher differences show more relation to difference in achievement of educationally disadvantaged minority groups than to achievement of the white majority. The relation corresponds roughly to the general sensitivity of the minority group to variations in school environments. In addition, teacher differences are over twice as strongly related to achievement of Southern Negroes as to achievement of Northern Negroes.

3. Teachers' verbal skills have an effect first

Table 3.25.2.—Cumulative variance in achievement explained for Negroes and whites at each grade level by adding school average of specified teacher variables in order listed

[4 background variables controlled]

Variable added	Grade 12		Grade 9		Grade 6		Grade 3		Grade 1	
	N	W	N	W	N	W	N	W	N	W
Teachers' family educational level	2. 26	0. 10	1. 42	0. 14	0. 58	0. 21	0. 03	0. 01	0. 03	0. 00
Years experience	3. 37	. 12	1. 53	. 22	. 61	. 21	1. 50	. 05	. 14	. 15
Localism	3. 38	. 47	1. 54	. 47	. 93	. 49	2. 34	. 21	. 26	. 19
Teachers' educational level	4. 87	1. 08	3. 20	. 60	. 93	. 51	2. 40	. 23	. 26	. 21
Score on vocabulary test	7. 05	1. 21	5. 05	. 62	2. 82	. 67	2. 74	. 27	. 34	. 27
Preference for middle class	8. 09	2. 07	5. 42	. 69	3. 03	. 82	2. 76	. 56	. 35	. 33
Proportion white	8. 23	2. 10	5. 55	1. 04	3. 33	1. 20	2. 83	. 59	. 52	. 37

Table 3.25.3.—Percent of variance in verbal achievement accounted for by teacher variable (T), these plus school variables (S), and these plus student environment variables (E), grades 12, 9, and 6

[6 background variables controlled]

	Grade 12			Grade 9			Grade 6		
	T	T+S	T+S+E	T	T+S	T+S+E	T	T+S	T+S+E
Puerto Rican	18. 38	20. 00	26. 39	9. 70	11. 37	16. 26	8. 11	10. 81	13. 97
Indian Americans	15. 75	19. 56	26. 33	7. 25	10. 17	14. 04	17. 95	19. 41	20. 95
Mexican-Americans	14. 63	16. 94	19. 16	11. 71	14. 12	15. 04	12. 59	13. 57	16. 52
Negro, South	9. 97	11. 68	13. 90	7. 72	11. 24	13. 33	5. 29	7. 76	9. 02
Negro, North	4. 35	6. 68	8. 97	1. 58	3. 32	5. 36	2. 19	2. 66	4. 93
Oriental Americans	1. 77	6. 63	(1)	3. 18	(1)	(1)	4. 19	11. 99	14. 54
White, South	2. 07	3. 60	4. 80	2. 49	3. 36	3. 83	1. 12	1. 56	2. 94
White, North	1. 89	3. 16	3. 82	1. 02	2. 06	3. 07	1. 67	2. 02	4. 84
Negro total	9. 53	10. 70	13. 78	6. 67	8. 70	11. 22	3. 52	4. 42	6. 52
White total	1. 82	3. 42	41. 8	1. 03	2. 41	3. 18	1. 23	1. 77	4. 13

[1] The regression had insufficient data for estimation.

showing strongly at grade 6 for all minority groups.

4. Teachers' educational background (own and family's) shows an effect first showing strongly at grade 9, for all minority groups.

3.26 Attitudes of students

Three expressions of student attitude and motivation were examined in relation to achievement. One was the student's interest in school and his reported pursuit of reading outside school; another was his self-concept, specifically with regard to learning, and success in school; and a third was what we have called his sense of control of the environment.

As indicated in an earlier section, both Negro and white children expressed a high self-concept, as well as high interest in school and learning, compared to the other groups. Negroes, however, were like the other minority groups in expressing a much lower sense of control of the environment than whites.

These attitudes were not measured at all grade levels; the table below shows the questions on which each was based at each grade level. (At grade 3, only one question could be used for each of the first two attitudes, and there were no items for the third. At grade 1, no attitudinal questions were asked. Thus the comparisons are all for grades 6, 9, and 12.)

Grade	Interest in learning and reading	Self-concept	Control of environment
12	q 57, 59, 60, 63	q 91, 108, 109	q 102, 103, 110
9	q 54, 56, 57, 60	q 88, 99, 100	q 93, 94, 103
6	q 36, 51, 28	q 37, 40	q 38

Because questions were not identical between grade 6 and grades 9 and 12, the measures are not exactly the same. Despite this variation between grade 6 and grades 9 and 12, however, one point stands out clearly in the analysis.

Of all the variables measured in the survey, including all measures of family background and all school variables, these attitudes showed the strongest relation to achievement, at all three grade levels. The zero-order correlations of these attitudes with achievement were higher than those of any other variables, in some cases as high as the correlation of some test scores with others (between .4 and .5). Taken alone, these attitudinal variables account for more of the variation in achievement than any other set of variables (all family background variables together, or all school variables together). When added to any other set of variables, they increase the accounted-for variation more than does any other set of variables. Tables 3.26.1 and 3.26.2 give a comparison between these attitudes and the eight strongest background variables. Table 3.26.1 shows the amount of variance accounted for by these three attitudes and by the eight background factors used throughout this analysis. In the 9th and 12th grades, with only two exceptions (Oriental Americans in grade 9, and Indian Americans in grade 12), the attitudes account for more of the variance. In grade 6, the attitudes account for most variance for whites and for Negroes, when North and South are considered separately; background factors account for more variance in the other groups. Table 3.26.2 compares them in several ways to background factors, showing the amount they add to accounted-for variance, when included as independent variables; and the unique contribution of each to the explained variance, which shows the reduction in accounted-for variance that would occur if the variable was removed from the equation. Included in the table are comparable quantities for the background variable that is most strongly associated with achievement.

These tables show that, whatever measure is chosen, the attitudinal variables have the strongest relation to achievement. It is, of course, reasonable that self-concept should be so closely related to achievement, since it represents the individual's own estimate of his ability. (See again the items on which this variable is based, section 3.1.) The relation of self-concept to achievement is, from one perspective, merely the accuracy of his estimate of his scholastic skills, and is probably more a consequence than a cause of scholastic achievement. His interest in learning, it can be assumed, partly derives from family background, and partly from his success in school. Thus, it is partly a cause of achievement in school. Of the three attitudinal variables, however, it is the weakest, especially among minority groups, where it shows inconsistent relations to achievement at grades 9 and 12. The absence of a consistent relation for Negroes, along with the data presented in section 3.1 which showed Negroes even more interested in learning than white, gives a picture of students who report high interest in academic achievement, but whose reported interest is not translated through effective action into achievement. Thus the causal sequence which is usually assumed to occur, in which interest leads to effort and thereby to achievement, appears not to occur in this way for Negroes and other minority groups.

Clues to the causal sequence that may occur are provided by the relation of the two other attitudes to achievement. One of these clues lies in the second important result of this section: At grade 12, for whites and Oriental Americans, self-concept is more highly related to verbal skills before or after background is controlled than is control of environment; for all the other minority groups, the relative importance is reversed: the child's sense of control of environment is most strongly related to achievement.

Table 3.26.3 shows this comparison. This result is particularly impressive because this attitude has no direct logical relation to achievement in school or to ability. The three questions on which it is based are a statement that "good luck is more important than hard work for success," a statement that "every time I try to get ahead, something or someone stops me," and a statement that "people like me don't have much of a chance to be successful in life." Yet for minority groups which achieve least well, responses to these statements (individually or together) are more strongly related than any other variable to achievement. It was evident earlier in section 3.1 that children from these groups are much more likely to respond to these statements in terms showing a sense of lack of control of the environment. Now the present data show that children in these minority groups who do exhibit a sense of control of the environment have considerably higher achievement than those who do not. The causal sequence in this relation is not implied by the relationship itself. It may very well be two-directional, with both the attitude and the achievement affecting each other. Yet in the absence of specific evidence about causal direction, it is useful to examine one direction at length—the possible effect of such an attitude; that is, feeling a high or low sense of control of the environment, on achievement.*

Table 3.26.4 shows, for each minority group, and separately for Negroes and whites in the North and South, the average verbal achievement scores for boys and girls who answer "good luck" and those who answered "hard work" on one of these questions. Those minority group students who give "hard work" or "control" responses score higher on the tests than do whites who give "no control" responses.

The special importance of a sense of control of environment for achievement of minority-group children and perhaps for disadvantaged whites as well suggests a different set of predispositional factors operating to create low or high achievement for children from disadvantaged groups than for children from advantaged groups. For children from advantaged groups, achievement or lack of

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*In this regard, a recent social-psychological experiment is relevant. Negro and white adults were offered an alternative between a risky situation in which the outcome depended on chance, and one in which the outcome, though no more favorable altogether, was contingent on their own response. Negro adults less often chose the alternative contingent on their own behavior, more often chose the chance alternative, as compared to whites. Herbert M. Lefcourt, "Risk-Taking in Negro and White Adults," *Journal of Personality and Social Psychology* 2, 1965, pp. 765–770.

it appears closely related to their self-concept: what they believe about themselves. For children from disadvantaged groups, achievement or lack of achievement appears closely related to what they believe about their environment: whether they believe the environment will respond to reasonable efforts, or whether they believe it is instead merely random or immovable. In different words, it appears that children from advantaged groups assume that the environment will respond if they are able enough to affect it; children from disadvantaged groups do not make this assumption, but in many cases assume that nothing they will do can affect the environment—it will give benefits or withhold them but not as a consequence of their own action.

Table 3.26.1.—Total variance in verbal skills as a percent by three attitudes, and by eight background variables, at grades 12, 9, and 6

	Attitudes			Background		
	Grade 12	Grade 9	Grade 6	Grade 12	Grade 9	Grade 6
Puerto Ricans	9.09	13.99	8.97	4.69	6.18	25.51
Indian Americans	21.62	18.81	14.23	22.07	16.30	19.65
Mexican-Americans	14.04	16.32	13.38	10.23	14.25	23.07
Negro, South	17.18	20.84	15.55	15.79	15.69	15.44
Negro, North	17.54	20.77	13.27	10.96	11.41	10.25
Oriental Americans	19.58	21.69	25.78	19.45	22.81	36.16
White, South	26.52	31.53	23.69	20.13	23.18	19.91
White, North	29.14	31.10	24.20	24.56	22.38	15.57
Negroes, total	15.89	20.12	14.16	15.14	14.99	14.62
Whites, total	27.68	31.10	24.26	23.03	23.28	17.64

One may speculate that these conceptions reasonably derive from the different experiences that these children have had. A child from an advantaged family most often has had all his needs satisfied, has lived in a responsive environment, and hence can assume that the environment will continue to be responsive if only he acts appropriately. A child from a disadvantaged family has had few of his needs satisfied, has lived in an unresponsive environment, both within the family (where other demands pressed upon his mother) and outside the family, in an outside and often unfriendly world.* Thus he cannot assume that the environment will respond to his actions. Such a state of affairs could be expected to lead to passivity, with a general belief in luck, a belief that that world is hostile, and also a belief that nothing he could ever do would change things. He has not yet yet come to see that he can affect his environment, for it has never been so in his previous experience.

Thus, for many disadvantaged children, a major obstacle to achievement may arise from the very way they confront the environment. Having experienced an unresponsive environment, the virtues of hard work, of diligent and extended effort toward achievement appear to such a child unlikely to be rewarding. As a consequence, he is likely to merely "adjust" to his environment, finding satisfaction in passive pursuits.

It may well be, then, that one of the keys toward success for minorities which have experienced disadvantage and a particularly unresponsive environment—either in the home or the larger society—is a change in this conception.

There is a further result in these data which could provide some clues about the differential dynamics of these attitudes among children from disadvantaged and advantaged groups, or from different kinds of families. When all three attitudes are examined together as predictors of verbal achievement, then the following shifts from grade 6 to 9 and 12 occur: (*a*) At grade 6, professed interest in school is related to achievement for all groups; but this relation vanishes at grades 9 and 12 except for Oriental Americans and whites; (*b*) control of environment is strongly related to

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*Recent research on Negro mothers and their 4-year-old children has shown that those mothers with a sense of futility relative to the environment have children with lower scores on Stanford-Binet IQ tests, after other aspects of the mother's behavior, including her own IQ score, are statistically controlled. See Roberta M. Bear, Robert D. Hess, and Virginia C. Shipman, "Social class difference in maternal attitudes toward school and the consequences for cognitive development in the young child," mimeographed, 1966, Urban Child Center, University of Chicago.

Table 3.26.2.—Unique contribution to accounted-for variance of verbal skills for three attitudes and single strongest background variable, in regression equation with eight background variables, grades 12, 9, and 6

	Unique contribution		
	Grade 12	Grade 9	Grade 6
Puerto Ricans:			
Interest in learning	(−)4. 33	(−)0. 37	1. 01
Self-concept	2. 09	. 86	. 09
Control of environment	2. 18	7. 89	2. 67
Strongest background item	. 90	1. 05	5. 35
Background item	(1)	(1)	(2)
Overall including attitude	12. 87	17. 26	29. 68
Overall excluding attitude	4. 69	6. 18	25. 51
Indian Americans:			
Interest in learning	. 01	0	2. 92
Self-concept	2. 91	1. 90	. 70
Control of environment	5. 06	5. 41	3. 08
Strongest background item	1. 34	1. 37	3. 60
Background item	(1)	(3)	(2)
Overall including attitude	32. 86	26. 34	27. 59
Overall excluding attitude	22. 07	16. 30	19. 65
Mexican Americans:			
Interest in learning	. 00	. 05	. 88
Self-concept	. 70	. 49	1. 21
Control of environment	7. 29	6. 26	3. 60
Strongest background item	2. 15	. 93	3. 35
Background item	(3)	(4)	(2)
Overall including attitude	20. 59	22. 96	29. 91
Overall excluding attitude	10. 23	14. 25	23. 07
Negro, South:			
Interest in learning	(−). 05	. 07	1. 79
Self-concept	3. 06	. 87	1. 00
Control of environment	5. 76	9. 68	5. 41
Strongest background item	2. 09	1. 26	1. 81
Background item	(1)	(1)	(2)
Overall including attitude	27. 94	29. 63	25. 31
Overall excluding attitude	15. 79	15. 69	15. 44
Negro, North:			
Interest in learning	(−). 03	. 01	1. 19
Self-concept	3. 72	1. 95	1. 23
Control of environment	5. 07	7. 96	4. 89
Strongest background item	1. 13	1. 44	1. 34
Background item	(1)	(1)	(2)

See footnotes at end of table.

Table 3.26.2.—Unique contribution to accounted-for variance of verbal skills for three attitudes and single strongest background variable, in regression equation with eight background variables, grades 12, 9, and 6—Continued

	Unique contribution		
	Grade 12	Grade 9	Grade 6
Negro, North—Continued			
Overall, including attitude	22. 67	25. 20	19. 22
Overall, excluding attitude	10. 96	11. 41	10. 25
Oriental Americans:			
Interest in learning	(−). 12	. 27	1. 33
Self-concept	5. 20	1. 48	. 83
Control of environment	1. 59	3. 11	5. 27
Strongest background item	3. 88	4. 36	2. 85
Background item	(1)	(1)	(2)
Overall, including attitude	28. 81	30. 48	46. 82
Overall, excluding attitude	19. 45	22. 81	36. 16
White, South:			
Interest in learning	1. 60	1. 52	1. 96
Self-concept	7. 67	3. 62	3. 17
Control of environment	. 69	4. 84	2. 92
Strongest background item	1. 33	1. 04	1. 94
Background item	(3)	(3)	(3)
Overall, including attitude	35. 51	39. 60	32. 11
Overall, excluding attitude	20. 13	23. 12	19. 91
White, North:			
Interest in learning	1. 37	1. 82	1. 79
Self-concept	5. 02	3. 36	4. 40
Control of environment	1. 55	3. 42	3. 52
Strongest background item	3. 09	1. 27	1. 45
Background item	(1)	(3)	(3)
Overall, including attitude	37. 32	37. 85	30. 80
Overall, excluding attitude	24. 56	22. 78	15. 57
Negroes, total:			
Interest in learning	(−). 13	0	1. 36
Self-concept	2. 91	1. 16	. 98
Control of environment	5. 33	8. 89	5. 25
Strongest background item	1. 39	1. 03	2. 34
Background item	(5)	(1)	(2)
Overall including attitude	26. 11	28. 18	23. 74
Overall excluding attitude	15. 14	14. 99	14. 62

See footnotes at end of table.

Table 3.26.2.—Unique contribution to accounted-for variance of verbal skills for three attitudes and single strongest background variable, in regression equation with eight background variables, grades 12, 9, and 6—Continued

	Unique contribution		
	Grade 12	Grade 9	Grade 6
Whites, total:			
Interest in learning	1. 31	1. 61	1. 83
Self-concept	5. 82	3. 49	3. 95
Control of environment	1. 26	3. 88	3. 27
Strongest background item	2. 19	1. 24	1. 66
Background item	(1)	(3)	(3)
Overall including attitude	36. 30	38. 75	31. 82
Overall excluding attitude	23. 03	23. 28	17. 64

[1] Parents' educational desires.
[2] Items in home.
[3] Parents' education.
[4] Structural integration
[5] Urbanism.

achievement for all groups at grade 6; but this relation declines for Oriental Americans and whites in grades 9 and 12, while it increases for the other minority groups. These relationships can be seen in table 3.26.5, which shows the unique contributions to variance of the three attitudes at the three grade levels.*

These data indicating changes in the relationships must be viewed with caution, since some differences existed between grade 6 and grades 9 and 12 in the measures themselves. However, the data suggest that the child's sense of control of his environment (which, as section 3.1 showed, is lower at grade 6, and increases with age) is important in the early achievement of children from all groups, but that it is these children from disadvantaged groups whose sense of control of environment continues to be associated with an important difference in later achievement. These results of course are only suggestive, and indicate the need for further investigations of the dynamics of attitudes and achievement among disadvantaged groups in society. Because of the likely mutual dependence of these attitudes and achievement, such investigations will require special care on determining the extent to which each influences the other.

Table 3.26.3—Unique contributions to accounted for variance in verbal skills of self-concept and control of environment at 12th grade, in conjunction with one other attitude, with and without eight background factors included

[Total variance accounted for in regression at left is given in table 3.26.1, in regression at right in table 3.26.2]

Group and region	Without background		With background	
	Self-concept	Control of environment	Self-concept	Control of environment
Puerto Ricans	2. 59	3. 00	2. 09	2. 18
Indian Americans	4. 94	9. 69	2. 91	5. 06
Mexican-Americans	1. 43	8. 64	0. 70	7. 29
Negro, South	3. 64	8. 36	3. 06	5. 76
Negro, North	5. 30	6. 41	3. 72	5. 07
Orientals	6. 46	3. 60	5. 20	1. 59
White, South	10. 97	1. 29	7. 67	0. 69
White, North	8. 50	2. 55	5. 02	1. 55
Negroes, total	3. 61	7. 88	2. 91	5. 33
Whites, total	9. 31	1. 99	5. 82	1. 26

Table 3.26.4.—Verbal achievement scores of grade-9 pupils who have differing responses to the question: "Agree or disagree: Good luck is more important than hard work for success"

Group and region	Agree (good luck)	Disagree (hard work)
Mexican American	38. 6	46. 8
Puerto Rican	38. 5	45. 5
Indian American	99. 9	47. 3
Oriental	44. 0	52. 5
Negro, South	36. 6	43. 3
Negro, North	40. 0	47. 1
White, South	42. 9	52. 5
White, North	45. 4	54. 8

It is useful to inquire about the factors in the school and the home which affect children's self-concept and sense of control of the environment. First, this study provides little evidence concerning the effect of school factors on these attitudes. If family background characteristics are controlled, almost none of the remaining variance in self-concept and control of environment is accounted for by the school factors measured in this survey. One variable, however, is consistently related to control of environment and self-concept. For each group, as the proportion white in the school increases, the child's sense of control of environment increases, and his self-concept decreases. This suggests the possibility that school integration has conflicting effects on attitudes of minority group children: it increases their sense of control of the environment or their sense of opportunity, but decreases their self-concept. This relationship may well be an artifact, since the achievement level of the student body increases with percent white, and may be the proximate cause of these opposite relationships. If so, these effects are merely effects or achievements and motivations of fellow students, rather than direct effects of integration. Whatever the time structure of causation, the relations, though consistent, are in all cases small.

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*An investigation of the relative sizes of the variances of these attitudes for the different groups shows that it is not the different amount of variation in the attitudes that is responsible for the different relations to achievement among the different groups, for the attitude variances do not differ widely. It is instead the different relation that a given amount of attitude difference has to achievement in these groups.

Table 3.26.5.—Unique contributions to accounted for variance of verbal achievement at grades 12, 9, and 6*

[Total variance given in table 3.3.1]

Group and region	Grade 12			Grade 9			Grade 6		
	Interest	Self-concept	Control	Interest	Self-concept	Control	Interest	Self-concept	Control
Puerto Ricans	(−)6.25	2.59	3.00	(−)0.15	1.54	8.59	5.10	0.42	2.30
Indian Americans	.05	4.94	9.69	.31	2.45	9.20	5.81	1.40	4.35
Mexican-Americans	(−) .11	1.43	8.64	.64	.64	9.26	3.30	2.11	4.77
Negro, South	(−) .07	3.64	8.36	.51	1.26	13.09	4.11	1.60	6.32
Negro, North	0	5.30	6.41	.19	2.84	10.03	1.91	1.94	6.37
Oriental Americans	1.09	6.46	3.60	3.62	2.38	5.39	6.15	2.53	7.33
White, South	2.24	10.97	1.29	2.78	5.93	7.08	3.83	5.06	5.18
White, North	3.97	8.50	2.25	3.86	5.31	4.87	2.67	6.96	5.33
Negro total	.25	3.61	7.88	.08	1.70	12.30	2.60	1.55	6.93
White total	3.02	9.31	1.99	3.13	5.71	5.74	3.05	6.30	5.38

*(−) preceding the number indicates that the partial relationship of the attitude to achievement is negative.

It appears reasonable that these attitudes depend more on the home than the school. Reference was made earlier to a study which suggests that a mother's sense of control of the environment affects her young child's cognitive skills. It appears likely that her child's sense of control of environment depends similarly on her own. Such inquiry into the source of these attitudes can best be carried out by such intensive studies on a smaller scale than the present survey. However, some results from the present survey may be stated as clues to the sources of these attitudes.

At grades 6, 9, and 12, the simultaneous relation of eight family background factors to the two attitudes was studied. These background factors are:

Structural integrity of the home (father's presence, primarily).
Number of brothers and sisters.
Length of residence in an urban area.
Parents' education.
Economic level of home environment.
Reading material in home.
Parents' interest in child's schooling.
Parents' desires for child's further education.

The pattern of relationships between these factors and the two attitudes is similar for all groups in the survey with minor exceptions noted below. First, only a small fraction of the variance in these attitudes, averaging less than 10 percent, is accounted for by all these background factors, combined. For minority groups other than Negroes, control of environment is better accounted for by these background factors than is self-concept. For Negroes, both are about the same; and for whites self-concept is better accounted for than control of environment.

For both attitudes and for all groups, the parents' desires for the child's further education have the largest unique contribution to positive self-concept and a sense of control of environment. For self-concept, the only other variables which show a consistent relation (positive) are parents' education and the amount of reading material in the home. For the child's sense of control of the environment, there is in addition a consistent relation to the economic level of the home and the structural integrity of the home. That is, children from homes with a higher economic level, and children from homes where the father is present, show a higher sense of control of the environment than do children from homes with lower economic level or children from homes where the father is absent.

These results can be seen only as minor indications of the source of these attitudes in children's backgrounds. The major result of this section, which appears of considerable importance and warrants further investigation, is the different role these two attitudes appear to play for children from advantaged and disadvantaged backgrounds.

Implications of the results of section 3.2 for equality of educational opportunity.—Of the many implications of this study of school effects on achievement, one appears to be of overriding importance. This is the implication that stems from the following results taken together:

1. The great importance of family background for achievement;
2. The fact that the relation of family background to achievement does not diminish over the years of school;
3. The relatively small amount of school-to-school variation that is not accounted for by differences in family background, indicating the small independent effect of variations in school facilities, curriculum, and staff upon achievement;
4. The small amount of variance in achievement explicitly accounted for by variations in facilities and curriculum;
5. Given the fact that no school factors account for much variation in achievement, teachers' characteristics account for more than any other—taken together with the results from section 2.3, which show that teachers tend to be socially and racially similar to the students they teach;
6. The fact that the social composition of the student body is more highly related to achievement, independently of the student's own social background, than is any school factor;
7. The fact that attitudes such as a sense of control of the environment, or a belief in the responsiveness of the environment, are extremely highly related to achievement, but appear to be little influenced by variations in school characteristics.

Taking all these results together, one implication stands out above all: That schools bring little influence to bear on a child's achievement that is independent of his background and general social context; and that this very lack of an independent effect means that the inequalities imposed on children by their home, neighborhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school. For equality of educational opportunity through the schools must imply a strong effect of schools that is independent of the child's immediate social environment, and that strong independent effect is not present in American schools.

Technical Appendix to Section 3.2

Measurement of variance.—First, the measurement of school-to-school variation requires some attention. If the total variation between pupils is labeled SS, then SS can be partitioned, $SS = SS_w + SS_b$, where SS_w is the variation within and SS_b the variation between schools. Here the term "variation in achievement" refers to the sum of squared deviations from the mean achievement. This sum can be partitioned into one component expressing the sum of deviations of school mean achievements from the overall mean, and a component expressing the sum of squared deviations of individual scores within a school from the school mean. The overall mean for each group other than Negroes and whites is the national mean for that group. For Negroes and whites, it is the group mean in the North and that in the South. For all groups other than Negroes and whites, there was some evidence that response unreliability in racial identification resulted in measurement error. To reduce this, the measurement of school-to-school variation excluded students who identified themselves as members of these groups in schools where at most one other student of the same group was found in that grade.

The latter component, SS_b, is that which stands ready to be accounted for by factors that differ from one school or community to another. We will refer to this as the proportion of variation that lies between schools. The value of SS_b, expressed as a percentage of SS for each of the groups, for verbal achievement in grades 1, 3, 6, 9, 12, is given in table 3.2A.1.

However, as a true measure of the relative impact of factors that vary from school to school (or community to community), and factors that

Table 3.2A.1.—Percent of total variance in individual verbal achievement score that lies between schools (uncorrected for degrees of freedom)[1]

	Grade				
	12	9	6	3	1
Mexican-American	22.02	17.92	27.63	24.61	23.04
Puerto Rican	24.02	22.10	29.46	27.07	20.45
Indian American	27.59	24.69	28.19	31.52	18.79
Oriental American	9.21	11.18	24.79	21.12	18.76
Negro, South	19.92	17.98	21.14	27.23	20.34
Negro, North	12.37	13.37	16.92	19.33	12.50
White, South	9.96	9.12	11.82	16.47	16.77
White, North	7.76	8.51	10.96	11.95	11.58

[1] Because of possible misclassification due to response error, which could contaminate greatly the small minorities, schools with 2 or fewer members at a grade level of each of the 4 minorities other than Negroes were excluded in calculating these variances. This and the fact that these results were calculated from the total sample, weighted appropriately, while the regression data were calculated from appropriately weighted samples of 1,000 students in each of the 20 strata at each grade level, makes the calculation of between school variance in this section, and the partitioning of the variance through regression in later sections not directly comparable.

vary among individuals within a school, this measure SS_b requires correction.

If we think of the individual's test score as made up of a component that is the average for his racial or ethnic group (A_g), a component that is the average of his group in his school (A_s), and a component that is individually associated with him (A_i), then his score can be seen as composed of the sum of these components: $\text{Score} = A_g + A_s + A_i$.

Our question about between-school variation relative to within-school variation can thus be resolved to a question of the relative sizes of typical values of A_s and A_i. Table 3.22.1 presents, for each group and for each grade level, the relative sizes of A_s and A_i, by exhibiting the percent that the variance of A_s is of the sum of the variances of A_s and A_i.

Problems in the assessment of relationships.—The analyses reported above deal with the relationships between tested achievement and the classes of factors we conceive of as partially measurable and contributing to its development: Home background, community, school facilities, curriculum, and teachers.

There are three central facts to be remembered throughout any analysis of the sort here conducted:

1. The measurement of either any single variable or any class of variables is at best partial and incomplete.
2. When two variables (or two sets of variables) are statistically associated, for reasons that may be either irrelevant or closely related to the study, an apparent relationship of another variable to one of them may result from an actual relationship of that variable to the other. (If this occurs, we are likely to speak of the first as a surrogate for the second, and to try to uncover the effect by studying the joint relationship of our response with both variables or sets of variables.)
3. Even if association of the variables we are studying with some "explanatory" variable is firmly established, this establishment cannot of itself settle the question of causation (though strong evidence would be provided if the time order were known); either variable may "cause" the other, or both may share a common cause. In many cases, continuing studies of the development of these variables over time can untangle such a question of "What causes what?" In the present case, studies of change in achievement level could give more direct evidence than the present cross-sectional survey.

To neglect any of these central difficulties is to lay oneself open to very serious risk of error. Yet, to fail to use such evidence in making judgments and taking action is to lay oneself open to the often more serious dangers of unwarranted inaction, or of action based merely upon rumor and ill-founded opinion. We must recognize and deal with the three difficulties, using care in interpretation.

Point (1), incompleteness of measurement, is not often a major issue in assessing whether the variable incompletely measured is associated with the variable being studied. Incompleteness of measurement will lead to underestimation of the amount of effect. While this fact must be kept in mind, it does not often become crucial, since even incomplete measures, so long as they reflect or are reasonably highly correlated with the true variable, ordinarily serve to establish the existence and proper direction of a real effect. (In combination with point (2), as we shall shortly see, point (1) can be very crucial.)

There is, however, one instance in the present study where it may be that measurement is so incomplete as to give rise to dangers of misinterpretation. This is in connection with school facilities and curriculums, both of which combine formal conditions easy to describe and measure with informal conditions that can at present only be judged by personal inspection and involvement. In comparing Negroes and whites, for example, we can anticipate that social pressures toward equality of opportunity, both in segregated and integrated school systems, will have concentrated its effects on the formal conditions. As a consequence, the close parallelism between the formal facilities available to the two races, as reported in part 2, may easily mask wide differences in the informal conditions. If this were so, the true effects of such school characteristics might be underestimated.

Point (2), the danger of unconsidered surrogates, is of central importance, as we can easily see from instances in the present study. Let us suppose that community attitudes toward the importance and quality of education have substantial effects on the development of student achievement. What would we expect about the apparent relation between achievement and teacher characteristics? Surely we would expect that communities more concerned with education and educational quality would—(1) be more selective in hiring teachers, and (2) pay higher salaries, thus attracting better candidates. As a consequence we might expect an apparent relationship between development of achievement and measurable teacher characteristics to be generated as a surrogate for an underlying relationship between development of achievement and community regard for education, even if teacher characteristics themselves had no effect on achievement.

The joint action of points (1) and (2), if not adequately considered, can lead to seriously misleading conclusions. Consider the development of achievement in the presence of two sets of student body variables: Student bodies of different background and motivation, and student bodies of different racial composition. Suppose that while student body background exerts major direct effects upon the development of achievement, racial composition has no direct effect. It will still be so that higher percent white will be associated with development of achievement, although only through its concomitant, higher student body background and motivation.

The simplest mistake is to forget about student body background while studying the relation of achievement to percent white. This is a pure point (2) mistake. The appropriate solution is to attempt to compare achievement among schools with the same student body quality. If student body background were measured exactly (and if the usual statistical devices used to approximate a comparison for equal values of student body background are adequate), then this comparison would show no apparent effect of percent white upon achievement.

But if measurement were imprecise, as it is in this study, or if the usual statistical techniques* are inadequate, the result of "controlling" student body background will not be to make the apparent effect of percent white vanish, but rather to make it very much smaller with the same sign but not zero.

Therefore, whenever "controlling" a third variable greatly reduces but does not annihilate the apparent effect of a second variable upon a first, we should be able to recognize the possibility that the second variable has a small effect on the first variable, although the effect has not been demonstrated.

Point (3) is a point of very general application that must be borne in mind in all kinds of studies. Answers about causation are too often unclear, even when a clear answer as to cause may be essential in assessing the likely value of a proposed corrective measure. The relation between attitude and achievement, as discussed in section 3.26 above, offers a clear instance of the difficulties, which are perhaps greatest when each of two variables "causes," at least to a degree, the development of the other.

Problems in assessing strength of relationships.—Almost all studies of socially organized phenomena face a common difficulty: The untangling and expression of the amounts of effect of many variables upon the response variable (in this case verbal achievement) in one or several groups. While the last section treated some of the qualitative problems of untangling influences, this section will examine the quantitative problems of expressing the size of these influences.

A careful regression study involves the development of sequences (perhaps one, usually more) of more and more inclusive "regressions" in which those linear combinations of more and more variables are found which predict as well as possible, in the data being analyzed, the value of the response from the values of certain other variables.

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*This refers to either "partialing out," often conducted by the successive addition of variables to a regression, or to "controlling" on variables by confining our attention to comparisons within broad categories.

It is convenient to use numerical names as follows:

First variable=the response being studied.

Second variable(s)=the variable or variables the amount and direction of whose direct effect on the first variable is being sought out.

Third variables=variables entered into the regression before the second variable is so entered.

Fourth variable=variables not entered into the regression before the second variable.

The last section pointed out that an indirect effect of the second variable via some other intermediate variable remains an apparent effect of that second variable if this intermediate variable remains a fourth variable, but that this indirect effect would be greatly reduced (in the ideal case nullified) if the intermediate variable were made a third variable. There is an important partial converse to this result. If there is another variable which affects the second, but whose effect on the first variable is only through the direct effect of the second variable, then keeping this second-variable-affecting variable a fourth variable helps us to properly assess the amount and direction of the second variable's direct effect, while admitting such a variable as a third variable would confuse and bias this estimation.

Accordingly, there is no simple path to careful estimation of a direct effect. Some variables should be used as third variables, others definitely should not. Which is which depends upon the finer detail of how the various variables are related to one another.

Even the numerical expression of amount of dependence deserves attention if the reader is to receive an appropriate impression. We are engaged from many, though not all, points of view, in describing what fraction of the variability of a first variable is sensibly associated with a second variable. This means that we must choose a scale upon which to measure variability. No choice of scale always gives simple and neat results. However, one scale does this more often than any other we know. This is the scale on which variability is measured by variance—by the equivalent quantities:

1. Average square of deviation of individual from the mean.
2. One-half the average squared difference between two individuals.

This is a squared scale, and tends to make numbers appear somewhat more extreme than they might otherwise appear. To speak of 10 percent contribution to the variance may appear to speak of little, yet this is to speak of a correlation $\sqrt{0.10}=0.32$ which is far from negligible.

Use of "percent accounted for" and "unique contribution".—Having fixed upon a scale of measurement, and having chosen appropriate first and second variables, many different numerical answers are still possible. This is so because different choices of a third variable can lead to a quite different percent of the original variance of the first variable being absorbed by regression on the second variable.

Where the point of the analysis is to estimate roughly how much variability can be ascribed to a given second variable, the analysis frequently offers a choice among several sets of third variables. Where the point is the relative amount of variability absorbed by various more-or-less competing variables, matters are more complex. In part due to pressure of time, the choice, almost uniformly made, has been to show the so-called "unique contributions" of the several variables, namely the contributions of each when all the others concerned (as well as perhaps still others) are present as third variables. This choice is usually what might be termed "formally conservative," since it is likely to give a smaller number for the percent accounted for than when fewer variables are treated as third variables. (Adding a third variable need not reduce the percent accounted for, and sometimes does not, but a reduction seems empirically much more common than an increase.)

However, to know the percent of variance in the first variable accounted for (uniquely) by a second does not give a complete picture of the strength of the relationship. In the first place, the variance of the first variable might be quite different in the two groups. Since in the present study, the dependent variable is nearly always verbal achievement, and the variances for different groups are nearly alike, this is not here a matter of substantial importance, and we shall not discuss alternative ways to deal with such a situation. However, even when the variances of the first variable are all about the same, the variances of the second variable may differ, and we must consider what effect this has on the interpretation of a different percent accounted for in the two (or more) groups.

It is easiest to discuss this problem in the simplified case where (i) the variance of the first variable is exactly the same (say, 100 percent=1.00) for each group; (ii) there are no third variables; and (iii) the apparent effect of the second variable is the same as its direct effect. Discussion of this case will suffice to deal with the issue, since the presence of third variables does nothing to alter the essentials of the situation.

In the jth body or group of data, let the variance of the second variable be σ^2_{2j} and let the regression coefficient be b_j. The amount of variance in the dependent variable accounted for will thus be $b^2_j\sigma^2_{2j}$ which is also the unique contribution (in group j), which we will abbreviate as "unique for j," when no other variables are to be considered.

The question arises then, concerning how one may interpret differences among different groups in the variance accounted for, since it depends both on the regression coefficient b_j and the variance of the second variable σ^2_{2j}.

At one extreme, differences in amounts accounted for may arise when the b_j are the same for the different groups j and the σ^2_{2j} are quite different. From a purely scientific standpoint, since b_j are the same, which means that the average effect on the first variable from a given change in the second variable is the same in all groups, we would usually say that the relation of the second variable to the first variable is everywhere the same. More practically, the change to be expected in the value of the first variable from a given change in the mean value of the second variable is the same in all groups (though we might find it somewhat easier to obtain this change in mean value in those groups for which σ^2_{2j} is larger).

Another extreme arises when the σ^2_{2j} are all the same, though b_j vary quite widely. The scientific answer is now that the mechanism of the second variable's effect upon the first variable operates with quite different effectiveness in the different groups. At the more practical level, the change in the first variable to be expected from a given change in the second variable is quite different from one group to another, and we are almost certain to find it worth while to concentrate our corrective measures upon the groups in which b_j is largest.

Both of these extreme situations, as well as the situation between the extremes, could bring about the same differences among groups in percent of variance accounted for. Thus it is necessary to examine both the percent accounted for, and the percent accounted for divided by σ^2_{2j}.* The inferences to be drawn by comparisons among groups in these quantities is:

(*a*) Differences between groups j and k in percent accounted for (or unique contribution to percent accounted for): "Given the distribution of the second variable as it is found in groups j and k, there are specified differences in the proportion of first-variable variance that the second variable accounts for."

(*b*) Differences in (percent accounted for)/σ^2_{2j}: "If the second variable had the same variation in groups j and k, the proportion of first-variable variance that would be accounted for in groups j and k would show specified differences; or, alternatively, if an identical shift in the average value of the second variable occurred in groups j and k, the expected shifts in the first variable would show specified differences."*

The general procedures used in studying the effect of school characteristics.—To examine the effect of school characteristics, the data were put in such a form that students' characteristics, such as achievement in test scores and motivation, could be related to the characteristics of schools they attended, including characteristics of teachers, school facilities and curriculum, and characteristics of the student body. For each group other than Negroes and whites, a representative sample of 1,000 students, together with their corresponding school and teacher characteristics, was used in the analysis at each grade level. For Negroes and whites, eight such samples, corresponding to the regional classifications of sections 2 and 3.1, were used. However, weighted aggregation of these strata was carried out to obtain two regional strata, total North and total South (including the Southwest), and the Nation, for both groups.

Achievement and student attitudes were taken as dependent variables in the analysis, and family background, teacher, school, and student body characteristics were taken as independent variables. Most of the analysis reported below proceeded as follows:

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*Only when there is a single second variable and when the variance of the first variable equals unity is (the percent accounted for)/σ^2_{2j} equal to b^2_j. In multiple regression, it is not equal to the square of the multiple regression coefficient.

First, the relation of achievement to family background factors was studied, both to learn how much of the variation in achievement was accounted for by those background factors measured, and to learn just what factors in student backgrounds showed most relation to achievement. The results of this analysis are reported in section 3.221. The background factors measured in the survey cover factors such as the economic and educational level of the home, and parents' interest in education, as seen by the child. They do not include differences in native endowment, which of course must also be considered part of family background, though an unmeasured part.

Then the relation of teacher and school factors to achievement was examined, after taking out the variation in achievement explained by the measured family background factors. This was done to reduce the differences in achievement which resulted from student background differences, so that the influence of school factors themselves, apart from the influence of family background, could be isolated. Since the student's background is clearly prior to, and independent of, any influence from school factors, these background factors can and should be held constant in studying the effects of school variables. Thus the variation in achievement and attitudes to be explained by school variable in that left after variation explained by family background differences is taken out.

It is not so clear among the school and teacher variables which are to be considered prior and thus to be taken account of first. Many of the school and teacher variables included in this survey are highly correlated: schools with high per pupil expenditure tend to have teachers with more training, to have more laboratories and other facilities, to have a more complete curriculum, to have remedial and accelerated programs, and other characteristics. Thus, it is usually not possible to study separately the effects of a large number of factors, when they are highly correlated.

Given this difficulty, an order of variables which appeared reasonable and justifiable was used in the analysis, and the addition at each point to accounted-for variance in the dependent variable was noted. This meant that factors which were added early had more opportunity to explain variance in the dependent variable than those added late. Insofar as the latter were correlated with those added early, they will explain less variance than if they had been added early. In the report of the analysis, when a particular order is used, the above points should be kept in mind in interpretation.

There are a number of technical problems associated with an analysis with variables at two levels, such as carried out here. The most important is that the variables at the school level can account only for variance that exists between schools, and not for variance of the individual characteristics (such as achievement) within schools. For this reason, at the outset of the analysis, the portion of variance that lies between, rather than within, schools is examined.

It must always be remembered in interpreting the results of such an analysis that the effective number of units for studying school effects is not the number of individuals, but the number of schools. Consequently, although the sample of students is quite large, the sample of schools is not large for statistical analysis, and thus investigation of effects of highly specific school factors is not possible. It is true, however, that analyses of these data that go considerably beyond that reported here can be carried out, to examine questions of less immediate importance to the present mandate.

3.3 Integration and achievement

Section 3.23 showed that the proportion white in a school was positively related to individual performance. This effect appeared to be less than, and largely accounted for by, other characteristics of the student body than the racial composition of the school per se. The magnitudes of the relations may be seen by comparing the results for Negro students reported in table 3.23.2 in the columns headed "Gain" with table 3.23.4 in the column headed A+B. This shows that, given the facilities and curriculum characteristics of the school, the amount of additional variance explained by the general aspects of the student environment is 4.0 and 4.6 percent in grade 12, and that explained by proportion white is 1.7 and 1.8 percent. Tabulations were performed to give further information about the relation of racial composition to achievement, by considering the average test performance of groups of Negro students who had attended classes last year with different proportions of white fellow students.

For the Metropolitan Northeast and Midwest table 3.3.1 shows the average scores on two achievement tests received by Negro students who had attended classes of different racial composition at grades 6, 9, and 12. Comparing the averages in each row, in every case but one the highest average score is recorded for the Negro pupils who had a majority of white classmates. In reading the rows from left to right, the general pattern is an increase in average test performance as the proportion of white classmates increases, although in many cases the average for the Negro students in totally segregated classes is higher than the average for those in classes where half or less of the students were white.

Table 3.3.2 was constructed to observe whether there is any tendency for Negro students who have spent more years in integrated schools to exhibit higher average achievement. Those students who first entered desegregated schools in the early grades do generally show slightly higher average scores than the students who first came to desegregated schools in later grades.*

In the Metropolitan Northeast the average score for students who have only attended segregated schools is consistently lower than those groups of students with other experiences. However, in the Metropolitan Midwest, the average scores of Negroes who have only experienced segregated schooling may exceed the averages recorded for those students who first came to desegregated schools in the later grades. In these cases, one would need to look at the learning experience of these children coming late to desegregation to see whether their relatively poorer achievement is due to lack of preparation for a more competitive situation, to continued segregation within the desegregated school itself, or to some other factor.

Not only is the test average somewhat higher for Negro students in classes where most of the students are white, but also test performance varies more in these classes. Table 3.3.3 gives the standard deviations of the test scores received by Negro students from classes with different racial compositions. Twice the standard deviation of the test scores a range which includes about two-thirds of the scores. Thus the value 9.35 in the upper left-hand corner has the following meaning: The average score of the 474 scores represented here is 46.0 (given by table 3.3.1) and two-thirds of the 474 scores fall between 46.0−9.35=36.65 and 46.0+9.35=55.35. The greatest variability in test performance in each grade occurs for the groups of Negro students who had all white classmates or more than half white classmates.

These differences in the variability of performance imply that if one only knew the racial composition of the class which a Negro attends, he could be more confident in using a mean of the scores of all Negroes from such classes to predict a given Negro performance if class had a majority of Negroes than if the Negroes were in a minority in the class. For in the latter case it is most likely that a given Negro student would have a particularly high score or a particularly low score. This variability in performance may be due to either differences in the background and previous training of the individual Negro students in mostly white classes, or to differences in the conditions of schools in which these classes exist, such as the degree to which the Negro students are accepted into the formal and informal activities of the school.*

The survey data also show that white students who first attended integrated schools early in their school careers are likely to value their association with Negro students. Tables 3.3.3 and 3.3.4 show that the smallest percentage of white students who would choose all white classes or all white friends are those who first attend classes with nonwhites in the early grades.

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*No account is taken in the tabulations for tables 3.3.1 and 3.3.2 of the fact that the various groups of pupils may have come from different backgrounds. Further exploration of the question by cross-tabulations on indicators of socioeconomic status showed that the differences shown in these tables are not accounted for by family background.

*Irwin Katz reviews several experiments performed with Negro subjects in interracial environments, and suggests a model of the conditions under which the performance of Negroes is likely to either benefit or suffer in the company of whites. Irwin Katz, "Review of Evidence Relating to Effects of Desegregation on the Intellectual Performance of Negroes," *American Psychologist*, June 1964.

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Table 3.3.1.—Average reading comprehension and math achievement test scores of Negro pupils, by grade, region, and proportion of white classmates last year

[Number in parentheses is the number of cases on which the average was calculated]

Grade	Region	Reading comprehension—proportion of white classmates last year				Math achievement—proportion of white classmates last year			
		None	Less than half	Half	More than half	None	Less than half	Half	More half half
12	Metropolitan Northeast	46. 0	43. 7	44. 5	47. 5	41. 5	40. 6	41. 1	44. 5
		(474)	(1, 215)	(1, 207)	(1, 468)	(474)	(1, 215)	(1, 207)	(1, 468)
12	Metropolitan Midwest	46. 4	43. 2	44. 0	46. 7	43. 8	42. 6	42. 9	44. 8
		(646)	(321)	(507)	(790)	(646)	(321)	(507)	(790)
9	Metropolitan Northeast	44. 2	44. 8	44. 8	47. 1	43. 1	43. 5	43. 7	47. 2
		(2, 297)	(2, 929)	(1, 233)	(1, 676)	(2, 297)	(2, 929)	(1, 233)	(1, 676)
9	Metropolitan Midwest	45. 3	45. 2	45. 3	46. 4	44. 4	44. 3	44. 1	46. 6
		(1, 356)	(1, 070)	(434)	(636)	(1, 356)	(1, 070)	(434)	(636)
6	Metropolitan Northeast	46. 0	45. 4	45. 8	46. 6	44. 0	43. 4	43. 6	45. 6
		(2, 108)	(1, 992)	(794)	(1, 224)	(2, 108)	(1, 992)	(794)	(1, 224)
6	Metropolitan Midwest	46. 0	44. 7	44. 9	45. 1	43. 8	42. 8	42. 9	44. 1
		(1, 651)	(1, 439)	(353)	(550)	(1, 651)	(1, 439)	(353)	(550)

Table 3.3.2.—Average reading comprehension test scores of Negro pupils, by grade, region, proportion of white classmates last year, and first grade in class with white pupils

[Number in parentheses is the number of cases on which the average was calculated]

Grade	Region and first grade with majority pupils	Proportion of white classmates last year				
		None	Less than half	Half	More than half	Total
9	Metropolitan Northeast:					
	1, 2, or 3	45. 9 (871)	46. 7 (1, 596)	46. 9 (701)	48. 1 (977)	46. 8 (4, 221)
	4, 5, or 6	45. 2 (340)	43. 3 (446)	44. 4 (155)	44. 4 (232)	44. 8 (1, 203)
	7, 8, or 9	43. 5 (572)	42. 9 (509)	44. 6 (227)	45. 0 (280)	44. 0 (1, 618)
	Never	43. 2 (327)				43. 2 (327)
9	Metropolitan Midwest:					
	1, 2, or 3	45. 4 (516)	46. 6 (677)	46. 4 (677)	48. 6 (344)	46. 7 (1, 882)
	4, 5, or 6	44. 4 (231)	44. 1 (149)	45. 3 (70)	46. 7 (101)	44. 5 (561)
	7, 8, or 9	44. 4 (173)	43. 3 (137)	43. 3 (66)	45. 2 (111)	43. 7 (496)
	Never	46. 5 (70)				46. 5 (370)
12	Metropolitan Northeast:					
	1, 2, or 3	40. 8 (73)	43. 6 (297)	45. 2 (282)	48. 6 (462)	46. 2 (1, 231)
	4, 5, or 6	46. 7 (268)	45. 1 (627)	44. 9 (622)	46. 7 (586)	45. 6 (2, 241)
	7, 8, or 9	42. 2 (46)	43. 5 (109)	43. 8 (134)	49. 7 (201)	48. 2 (535)
	10, 11, or 12	42. 2 (52)	41. 1 (118)	43. 2 (117)	46. 6 (131)	44. 1 (451)
	Never	40. 9 (19)				40. 9 (19)
12	Metropolitan Midwest:					
	1, 2, or 3	47. 4 (143)	44. 3 (137)	45. 6 (187)	48. 3 (288)	46. 7 (818)
	4, 5, or 6	46. 1 (161)	43. 0 (117)	43. 5 (221)	46. 4 (320)	45. 4 (882)
	7, 8, or 9	46. 6 (112)	40. 8 (39)	42. 3 (48)	45. 6 (97)	45. 3 (314)
	10, 11, or 12	44. 8 (88)	39. 5 (20)	43. 5 (21)	44. 9 (44)	44. 3 (188)
	Never	47. 2 (121)				47. 2 (121)

Table 3.3.3.—Standard deviation of test scores for Negro students grouped by the proportion of white classmates last year, by test, grade, and region

[Number in parentheses is the number of cases on which the standard deviation was calculated]

Grade	Region	Reading achievement—proportion of white classmates last year					Math achievement—proportion of white classmates last year				
		None	Less than half	Half	More than half	All	None	Less than half	Half	More than half	All
12	Metropolitan Northeast	9. 35 (474)	9. 65 (1, 215)	9. 06 (1, 207)	13. 53 (1, 338)	32. 54 (130)	9. 73 (474)	9. 65 (1, 215)	9. 73 (1, 207)	14. 02 (1, 338)	23. 64 (130)
12	Metropolitan Midwest	9. 04 (646)	8. 95 (321)	9. 23 (507)	9. 27 (723)	9. 45 (67)	9. 49 (646)	9. 22 (321)	9. 25 (507)	9. 73 (723)	11. 12 (67)
9	Metropolitan Northeast	8. 81 (2, 297)	8. 68 (2, 929)	8. 67 (1, 233)	9. 23 (1, 429)	10. 61 (247)	9. 11 (2, 297)	8. 87 (2, 929)	8. 98 (1, 233)	8. 95 (1, 429)	10. 61 (247)
9	Metropolitan Midwest	8. 31 (1, 356)	8. 33 (1, 070)	8. 98 (434)	9. 07 (508)	10. 83 (128)	8. 53 (1, 356)	8. 42 (1, 070)	9. 66 (434)	9. 47 (508)	10. 90 (128)
6	Metropolitan Northeast	7. 99 (2, 108)	8. 15 (1, 992)	8. 05 (794)	9. 11 (1, 020)	8. 05 (204)	7. 91 (2, 108)	7. 85 (1, 992)	8. 00 (794)	8. 80 (1, 020)	8. 92 (204)
6	Metropolitan Midwest	7. 52 (1, 651)	7. 70 (1, 439)	7. 75 (353)	8. 12 (409)	8. 42 (141)	7. 51 (1, 651)	7. 16 (1, 439)	7. 79 (353)	7. 92 (409)	9. 47 (141)

Table 3.3.4.—Percent of white students who would choose all white close friends; by first grade in class with nonwhites, present grade and region

Grade	Region	First grade attended with nonwhites				
		1, 2, or 3	4, 5, or 6	7, 8, or 9	10, 11, or 12	Never
9	Metropolitan Northeast	30. 4	32. 3	36. 0	----------	36. 8
9	Metropolitan Midwest	27. 5	34. 2	31. 8	----------	41. 4
12	Metropolitan Northeast	28. 9	37. 1	35. 1	36. 5	35. 8
12	Metropolitan Midwest	37. 8	43. 0	44. 0	47. 5	47. 4

Table 3.3.5.—Percent of white students who would choose all white class; by first time in class with nonwhites, present grade and region

Grade	Region	First class attended with nonwhites				
		1, 2, or 3	4, 5, or 6	7, 8, or 9	10, 11, or 12	Never
9	Metropolitan Northeast	21. 5	24. 4	25. 2	----------	28. 0
9	Metropolitan Midwest	33. 8	40. 2	37. 7	----------	45. 9
12	Metropolitan Northeast	18. 3	25. 5	21. 7	22. 9	26. 5
12	Metropolitan Midwest	26. 0	32. 9	30. 0	34. 6	38. 5

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4.0 Future Teachers of Minority Groups

We have seen in earlier sections that the teachers of white children differ from the teachers of Negro children in average verbal skills, that Negro teachers typically teach Negro students, and that teacher quality is one of the few school characteristics that significantly affects student performance. The task of this section is to consider whether there is a continuing regeneration of inequality in the recruitment and training of future teachers. Correlatively, it is concerned with whether filtering and retentive processes operate so as to sort less well qualified teachers into the kinds of schools more frequently attended by minority group members.

The data are from two sources. The first is the general sample of the Nation's public schools around which most of this report is built. The second is questionnaire and test data from freshmen and seniors in 32 public colleges from among a roster of 18 States. The colleges were selected by the following criteria: The institution should be primarily a teacher-training institution and it should be a major supplier of teachers for its State's public schools; also, there should be adequate representation of student bodies that are predominantly white and of those that are largely Negro. The list of colleges was developed through consultation with the American Association of Colleges for Teacher Education and personnel in various State departments of education and by reviewing official publications of the U.S. Office of Education. From among an original list of 41 colleges, 9 declined to participate. The 18 States included nearly 95 percent of the Nation's nonwhite population in 1960; of these, only California is unrepresented in the list of participating colleges. The data-gathering instruments appear in an appendix and in content are largely parallel to the public school instrument.

The total number of respondents includes 15,565 freshmen and 7,172 seniors. Case loss was severe among seniors in some colleges because of practice teaching schedules. Around 65 percent of the freshmen and 72 percent of the seniors identified themselves as future teachers. No weighting of the sample by State could be accomplished, but the apparent degree of homogeneity between students of a given race attending college within a region should be noted. It would have been desirable to obtain an equal number of Negroes and whites, and students in the South and non-South, in the sample, but there were relatively few Negro respondents attending college outside the South. A systematic stratified random sample was drawn from the original data tapes, since a sample truly representative of the college population would have contained more white students than necessary to extract significant patterns of differences and too few Negroes in the North to allow adequate comparisons to be made.

The question must be considered whether these cases are fairly representative of the Nation's rising generation of teachers. This is not a systematically drawn sample of teacher-training institutions, and neither private institutions nor State universities, which together train more teachers than do teachers colleges, are represented at all. It is likely that we underestimate the competence levels of future teachers by these omissions, and that this underestimation is more severe for whites than for nonwhites, since the latter are relatively unlikely to attend State universities and private institutions. Overall, there seems to be no reason to believe that the comparisons on which this report focuses would produce qualitatively different conclusions if a systematic sample of the Nation's teachers-in-training were available, but statistical demonstration of this position cannot be offered.

The first section uses data from the main survey to compare high school students who are members of clubs for future teachers with those who are not. Some schools do not have these clubs. We drew for analysis all future teacher club members and an equal number of persons from the same school; specifically, whenever a club member appeared on the student roster, we selected the next listed nonclub member of the same sex in the same school. Only college-bound students are included. Our purpose in this section is to inquire how students recruited into teaching (indicated by their membership in the clubs) compare with their fellow students who have other career plans; and somewhat more specifically, to make comparisons between the races, since if Negroes continue to teach largely Negroes and the next generation of Negro teachers is less adequately trained than the next generation of white teachers, we may anticipate the continued operation of a cycle in which inadequately trained teaching personnel offer inadequate training of students, some of whom in turn are recruited into the teaching profession and perpetuate the cycle.

It is clear that many high school students who expect to attend college do not manage to do so. The second section compares future teachers at the college level with their fellow students. Comparisons between 12th-grade and freshman levels permit tentative inferences about relative attrition rates between the races and between future teachers and other students. And comparisons between college freshmen and college seniors relate to the possible differential training of white and nonwhite future teachers, as well as the retentive powers of the teaching profession during the years of college training.

The third section attempts to discern long-term trends and prospects in the relative competence levels of white and Negro teachers, by comparing racial differences in verbal facility at various levels of teaching experience. Thus, if the racial difference is as great among future teachers now in the 12th grade as among teachers of long experience in the profession, the inference is strengthened that the educational disadvantage of nonwhites will continue to the extent that it is determined by teacher competence. If current patterns of homogeneity between race of teacher and of students are discontinued, and if the subsequent pattern did not locate less competent white teachers among minority group students, then such educational disadvantage stemming from less well trained teachers would not continue.

The fact of similarity between race of teacher and race of student in the present structure of American public education is one clear indication that sorting mechanisms operate to bring certain types of teachers into certain types of schools. The remaining sections in this chapter concern themselves, from several standpoints, with the nature and consequences of this assortative process. Based on the reports of secondary school principals, schools are classified according to their curriculum, the prevailing social class of their students, the service area of the school, and the racial composition of the student bodies. If at a given time we observe that teachers are not randomly distributed across various types of schools, several explanations are possible. One possibility is that certain types of new recruits refuse to take teaching positions in certain schools and are attracted to others; the teachers, in effect, sort themselves from the beginning. Another possibility is that school boards follow an implicit reward system the consequence of which is that the preferred teachers are promoted to the better schools. Yet a third possibility is that given teachers find some teaching situations very rewarding and others very trying, and the effort to be relieved of trying assignments has the eventual effect of homogenizing the teacher-student team. We shall examine the teaching situations preferred by future teachers, the initial assignments of new teachers, the actual and potential selective retention processes among current teachers, and possible selective appointment processes, with the intent of illuminating this issue.

4.1 Comparisons between future teachers and other students at the 9th-grade level

The first five columns of table 4.1.1, showing 9th-grade data, report the percent of students taking specified subjects. Since it is unlikely that students will be offered substantial choice of subjects at this grade level we should not expect to observe large differences between future teachers and other students. There are in fact no differences of note among whites, except that in the Southern States the future teachers more often take foreign language. Among Negroes there is a general tendency, more apparent in the South, for future teachers (hereafter called FT's) to report taking more of these academic courses. Generally, average grades (reported in the next three columns) are quite similar between FT's and NFT's (Not Future Teachers) except that among Southern Negroes the FT's have somewhat lower

Table 4.1.1.—Selected comparisons between future teachers and other students; by region and race, 9th grade

	Percent taking science	Percent taking foreign language	Percent taking social studies	Percent taking English	Percent taking mathematics	Average grade in English	Average grade in mathematics	Average overall grade average[1]	Percent in highest track in English	Percent male	Percent read 5 or less books in summer	Percent study at least 3 hours daily	Percent above average brightness, self-rating	Percent with no close friends of opposite race
WHITE														
South, 9th grade:														
Future teachers	72.4	43.8	73.8	86.2	79.3	2.13	2.24	2.12	37.2	46.8	39.8	34.1	52.5	83.2
Not future teachers	74.4	33.9	76.9	89.4	81.9	2.12	2.30	2.13	35.4	53.3	56.1	20.6	54.0	86.9
Non-South, 9th grade:														
Future teachers	77.1	67.4	80.1	89.5	89.6	1.88	2.04	2.03	47.9	38.7	49.4	26.7	62.9	63.1
Not future teachers	76.7	65.5	81.1	88.9	88.2	2.02	2.13	2.02	42.6	49.2	58.5	17.8	56.3	66.5
NEGRO														
South, 9th grade:														
Future teachers	79.0	30.6	79.6	80.7	73.9	2.16	2.37	2.31	33.2	49.5	51.7	29.4	55.3	70.0
Not future teachers	73.2	18.9	75.7	74.3	68.2	2.12	2.33	2.12	35.6	48.7	58.3	30.7	52.0	75.1
Non-South, 9th grade:														
Future teachers	66.2	47.4	77.0	77.8	76.2	2.08	2.28	2.08	42.6	50.1	52.4	20.5	56.1	36.7
Not future teachers	64.1	41.4	71.3	79.3	76.0	2.17	2.43	2.20	31.4	45.9	55.8	26.5	50.5	42.4

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[1] A=1, B=2, C=3, D=4, F=5.

averages. Generally, again with the exception of Southern Negroes, FT's are a bit more likely to be in the highest track in their English class.

Even as early as the 9th grade the effect of sex on occupational choice is evident among whites, with the FT's having, compared to the NFT's, a smaller proportion of males. But males are more prevalent among 9th-grade future teachers than among college-level future teachers and the actual teaching corps, so attrition rates must be higher for males past the 9th grade. And among Negroes the sex difference is not apparent. There are clear differences among whites but lesser differences among Negroes in the reading and study habits of the two groups: FT's read more books and spend more hours studying. But there are only slight differences between FT's and NFT's in the proportion who consider themselves to be above average in brightness compared to their classmates. Finally, we note the slight but consistent tendency over all four race/region groups for FT's more often to form friendships with members of the opposite race.

The data really offer little support for any conclusion that 9th-grade future teachers are substantially different from their classmates. They read more and study more, their grades may be a little better, and more of them are studying a foreign language. But the best overall conclusion is that FT's are a general cross-section of all 9th-grade students, though perhaps they are slightly better students. Negroes at this first stage of teacher recruitment clearly are not a distinctive cut above their classmates in academic quality, and they are perhaps less likely to be superior to the total set of Negro students than are white FT's compared to all other white students. In short, nothing appears to be happening at the 9th-grade level that would reduce racial differences in the academic competence of teachers in the next generation. Given the unequal distribution of academic performance between the two racial groups, it would be necessary for Negro future teachers, compared to white future teachers, to be drawn from higher segments of the distribution of academic talent within their group, if present patterns of teacher assignment by race are continued and if the effects of variation in teacher competence on the regeneration of inequality are to be diminished. Data thus far give no indication that the required events are occurring.

4.2 Comparisons between future teachers and other students at the 12th-grade level

Twelfth-grade students report the total number of courses (a "course" is a half-year of credit) in a given area that they will have had by the end of the academic year. White future teachers have slightly more credits in the five academic areas listed in the first columns of table 4.2.1; in the South, there is one field—foreign languages—in which the difference substantially favors FT's. But among Negro students, FT's are somewhat less well prepared academically than are NFT's; for example, in the South the NFT's average a slightly higher number of courses in science, social studies, English, and mathematics. When the average grades of FT's and NFT's are compared, white Southern future teachers are clearly better students than their college-bound classmates who will not enter teaching, but such pattern does not occur in any other race/region group. Again, FT's are slightly more likely to be in the highest track in English; among Southern whites the difference is more pronounced. However, only Southern white and non-Southern Negro FT's are more likely than NFT's to rate themselves above average in brightness. To a somewhat more pronounced degree among whites than among Negroes, FT's are enrolled in a college preparatory curriculum, and in all comparisons they read more books and spend more hours studying. As in the 9th grade, the future teacher clubs recruit predominantly females among whites but are as likely to attract males as females among Negroes. And finally, two groups of FT's (white South and Negro non-South) seem less likely to form close friendships only within the bounds of their own racial groups.

If we raise in summary the question of how FT's at the 12th grade level compare with their classmates of the same race and region, there is some indication that they are slightly above the typical student in academic performance and commitment. But if we ask the question of how Negro FT's compare to white FT's—being interested again in the prospects for eliminating racial differences in teacher competence—the comparisons are quite clear that Negro future teachers are not receiving the same amount of training in the traditional academic subjects. There is every reason to conclude that, if 12th

Table 4.2.1.—Selected comparisons between future teachers and other students; by region and race, 12th grade

	Average number high school science courses [1]	Average number high school foreign language courses	Average number high school social science courses [1]	Average number high school English courses [1]	Average number high school mathematics courses [1]	Average grade in high school English [2]	Average grade in high school mathematics [2]	Average overall high school grade average [2]	Percent in highest track in high school English	Percent male	Percent took college preparatory courses in high school	Percent read 5 or less books in summer	Percent study at least 3 hours daily	Percent above average brightness, self-rating	Percent with no close friends of opposite race
WHITE															
South, 12th grade:															
Future teachers	5. 65	3. 48	6. 24	8. 14	6. 59	1. 90	2. 21	2. 06	57. 7	32. 2	74. 8	57. 2	37. 9	67. 2	89. 3
Not future teachers	5. 56	2. 87	6. 13	8. 02	6. 22	2. 12	2. 32	2. 26	45. 7	44. 8	65. 5	63. 7	25. 3	59. 6	94. 4
Non-South, 12th grade:															
Future teachers	5. 67	5. 20	6. 84	7. 94	6. 04	2. 03	2. 28	2. 16	46. 8	40. 3	80. 5	60. 5	36. 7	64. 5	67. 2
Not future teachers	5. 61	5. 04	6. 71	7. 89	6. 12	2. 16	2. 27	2. 21	43. 2	49. 1	74. 5	65. 7	33. 5	65. 3	67. 9
NEGRO															
South, 12th grade:															
Future teachers	5. 02	2. 54	5. 29	6. 85	5. 05	2. 25	2. 40	2. 37	39. 2	45. 4	45. 9	53. 1	37. 7	54. 7	72. 0
Not future teachers	5. 12	2. 25	5. 69	6. 99	5. 26	2. 28	2. 45	2. 40	37. 2	50. 9	41. 4	63. 7	29. 5	56. 3	72. 8
Non-South, 12th grade:															
Future teachers	4. 72	3. 63	5. 93	7. 38	5. 14	2. 34	2. 60	2. 45	36. 5	50. 6	48. 3	62. 8	42. 1	53. 5	29. 8
Not future teachers	4. 81	3. 33	5. 96	7. 38	5. 05	2. 34	2. 59	2. 51	32. 1	49. 4	46. 8	68. 8	40. 7	48. 1	38. 9

[1] A course equals a half year (1 term). [2] A=1; F=5.

Table 4.3.1.—Selected comparisons between future teachers and other students; by region and race, college freshmen

	Average number high school science courses [1]	Average number high school foreign language courses	Average number high school social science courses	Average number high school English courses [1]	Average number high school mathematics courses [1]	Average grade in high school English [2]	Average grade in high school mathematics [2]	Average overall high school grade average [2]	Percent in highest track in high school English	Percent male	Percent took college preparatory courses in high school	Percent read 5 or less books in summer	Percent study at least 3 hours daily	Percent above average brightness, self-rating	Percent high school teachers pushed to go to college	Percent with no close friends of opposite race
WHITE																
South, 13th grade:																
Future teachers	4.53	4.09	5.21	7.17	5.54	1.89	2.27	2.02	64.3	16.1	70.5	62.3	70.3	37.0	92.4	92.6
Not future teachers	4.59	3.43	5.32	7.10	5.52	2.12	2.35	2.17	56.0	43.7	61.1	66.8	61.5	34.6	81.3	84.6
Non-South, 13th grade:																
Future teachers	4.78	5.02	5.91	7.09	5.22	1.96	2.36	2.15	56.7	28.8	84.3	65.4	65.8	36.5	86.7	70.2
Not future teachers	4.87	4.76	5.89	7.02	5.35	2.14	2.55	2.31	59.9	49.5	87.1	67.2	60.1	37.0	83.6	67.8
NEGRO																
South, 13th grade:																
Future teachers	4.66	2.63	5.54	6.59	4.85	2.18	2.58	2.36	49.0	30.7	40.1	68.2	60.8	30.7	84.9	71.3
Not future teachers	4.71	2.43	5.39	6.77	5.05	2.18	2.39	2.29	55.9	48.2	37.0	65.5	61.3	33.2	83.1	71.6
Non-South, 13th grade:																
Future teachers	4.72	4.39	5.44	6.82	4.61	2.33	2.81	2.54	43.2	19.2	69.3	65.1	64.5	23.7	78.5	39.0
Not future teachers	5.06	4.13	5.57	6.94	4.83	2.43	2.85	2.57	37.1	42.3	67.8	68.4	63.5	33.9	79.9	34.7

[1] A course equals a half year (1 term).

[2] A=1; F=5.

grade college-bound students continue in their occupational plans, Negroes who enter the teaching profession will be less well prepared academically than are white teachers—unless, somehow, the educational processes of the college years can have a differential impact that is compensatory in its effects. Examination of this possibility is permitted in the immediately following sections.

4.3 Comparisons between future teachers and other students at the 1st-year college level

Continuing the pattern of the two prior ones, table 4.3.1 offers several comparisons of the indicated type among college freshmen, separately by region and race. Future teachers compared to nonfuture teachers have taken more foreign language courses and fewer mathematics courses in high school, but the general profile of high school transcripts is very similar. (We are comparing FT's and NFT's only within the institutions with a strong emphasis on teaching training; if students from technical institutions and State universities were included, such group differences would conceivably be more pronounced.) Among whites and Negroes outside the South, FT's report a slightly higher grade average from their high school work. Among whites in the South, and nonwhites outside the South, the FT's are more likely to have been in the highest academic group (highest track) in their high school English courses. Overall, the conclusion is that FT's do not differ in academic background and competence from their fellow students—at least in these colleges that have a primary mission to train teachers.

Moving to other characteristics on which the two groups may be compared we find, of course, that in teacher-training institutions, the FT is substantially more likely to be female than male. Roughly three in every four of the FT's are female, compared to about one in every two of the NFT's. But there are other differences as well: FT's more often enrolled in the college preparatory curriculum in high school (except non-South whites); among whites they read more books during the previous summer and they spend more hours studying; they are less likely to have close friends of another race; among whites and Southern Negroes, they are more likely to have been encouraged by high school teachers to go to college. Only among Southern whites do FT's rate themselves above average in brightness more often than do the NFT's; indeed, they are less likely to do so among non-Southern Negroes. As with the comparisons on academic background, the warranted conclusion seems to be that, with the clear exception of sex, FT's and NFT's are quite similar. We should note the possibility suggested in the table that the sponsorship and encouragement of high school teachers may have something to do with attracting students into the teaching profession.

There are several distinctive differences in the high school backgrounds of Negro compared to white future teachers; these differences generally suggest a stronger preparation for college among whites. In both regions, though notably in the South, Negro future teachers have had fewer courses in foreign languages, in English, and in mathematics; they have poorer grades in English and mathematics, and a lower overall grade average; also, they were less often in the highest track in high school English and fewer of them took the college preparatory curriculum. Fewer Negroes than whites study at least 3 hours daily, and fewer rate themselves above average on brightness. These data are compatible with the several achievement test scores in suggesting that, at the college freshmen level, Negroes recruited into the teaching profession are less well academically prepared than are white teaching recruits. Unless, then, the college training can compensate for the racial discrepancy observed upon entrance, we should expect that the academic competence of the rising generation of public school teachers varies by race.

If the level of preparation of Negro teachers is to move closer to that of whites, it will require that a larger supply of more talented Negro students be attracted into the teaching profession at or near the time that the decision to attend college is made (or, correlatively, that from among those who as high school students intend to teach, a larger proportion of the more talented Negroes persist into college). But there is no evidence from our discussion thus far to indicate that such processes are operating to improve the level of Negro future teachers compared to that of whites. We may pursue this issue a bit further, although we can only undertake to compare the state of affairs in the 12th grade with that in the freshman class in teacher-training institutions, since at the latter level respondents representing private institutions and public universities are not included in the data. It would be useful to have more appropriate information about the later fate of the universe of students who as high school seniors wish to enter public school teaching. But lacking this, we can at least observe that most of the differences between 12th grade and freshman levels in this study are as distinctive for NFT's as for FT's. Thus college freshmen are distinctly unlikely (compared to either 12th garde or senior college students) to rate themselves above the average in brightness, but this is characteristic of NFT's no less than of FT's. Many more college freshmen than high school seniors claim to study 3 hours or more daily, but, again, this is so of NFT's as well as FT's. There is at least one major difference of note, however, in that something happens between the 12th grade and freshman year to the males who intend to teach: in both the South and non-South, among both Negroes and whites, a substantially smaller proportion of the future teachers among the college freshmen is male. Why this is so is not clear, but at least we seem to have discovered the point at which the teaching profession becomes unattractive to males in all race/region groups: neither race, neither region manages to maintain a strong minority of males in the potential teaching force once the transition from high school to college is made. But to return to the original issue, we find no reason thus far to suspect that for the next generation of teachers the difference by race in the quality of training and level of competence will be less than in the past.

4.4 Comparisons between future teachers and other students at the fourth year college level

The only relationships consistent across the four race/region groups in table 4.4.1 is that FT's are more typically female than are NFT's. Looking at the number of courses taken in high school in foreign languages, social studies, English, and mathematics, such differences as exist suggest that FT's had slightly more extensive training in these subjects, but overall the profiles are very similar. Among whites in both regions, and Negroes outside the South, the FT's had somewhat higher high school grade averages, and among whites but not Negroes more FT's were encouraged by their teachers to go to college. White FT's are more likely than NFT's to study at least 3 hours daily, but this is not true among Negroes. And in all four race-region comparisons, more FT's were in college preparatory curriculums in high school, but in no instance is the difference pronounced.

When we make comparisons across racial lines, various types of evidence suggest that white future teachers at the college senior level, like those at the freshman level, have better academic preparation. They took more foreign language, more social studies, more English, and more mathematics courses in high school; their high school grades were higher; they were more typically in the top track in English, more often in a college preparatory curriculum; they more often rate themselves as brighter than their fellow students; more (outside the South) were encouraged by their high school teachers to go to college. Only on one point are Negro FT's higher in both regions: they are more likely to study at least 3 hours per day.

It is conceivable that between the freshman and senior years a reshuffling of students occurs in such a way that students of particular characteristics become recruits to the teaching profession, and students of different characteristics decide to leave a career that points toward classroom duties. One might expect, indeed, that in the setting of a teacher training institution a career in the teaching profession would prove attractive to the most academically competent among the student body, with a result that these students shifted into teaching preparation during the college career. We may cautiously inspect these same tables, making comparisons between freshman and senior levels, concerning ourselves in a general way with the question whether during the college-training years the teaching profession manages to retain a high proportion of those types of students who presumptively are the most attractive prospects. But careful inspection of the college freshman data compared to the college senior data in tables 4.3.1 and 4.4.1 does not warrant such a conclusion. FT's compare with NFT's in much the same way at the senior as at the freshmen level; ordinarily, both seniors and freshmen who are FT's report higher high school grade averages than their NFT classmates, but the magnitude of this difference in grade average is no greater at the senior level. Our conclusion is that basically the same type and quality of student who as an entering freshman plans a teaching career, continues to plan to enter teaching when he is a senior; there is no evidence that the better students either leave or enter the

Table 4.4.1.—Selected comparisons between future teachers and other students; by region and race, college seniors

	Average number high school science courses [1]	Average number high school foreign language courses	Average number high school social science courses [1]	Average number high school English courses [1]	Average number high school mathematics courses [1]	Average grade in high school English [2]	Average grade in high school mathematics [2]	Average overall high school grade average [3]	Percent in highest track in high school English	Percent male	Percent took college preparatory courses in high school	Percent read 5 or less books in summer	Percent study at least 3 hours daily	Percent above average brightness, self-rating	Percent teachers pushed to go to college	Percent with no close friends of opposite race
WHITE																
South, 16th grade:																
Future teachers	4. 35	2. 87	5. 16	7. 08	5. 36	1. 88	2. 10	1. 94	66. 2	33. 3	54. 9	69. 7	52. 5	46. 7	73. 4	85. 9
Not future teachers	4. 58	2. 48	5. 20	6. 91	5. 47	2. 15	2. 19	2. 18	51. 5	63. 6	51. 9	72. 7	47. 1	47. 2	66. 5	84. 3
Non-South, 16th grade:																
Future teachers	4. 80	4. 67	5. 92	7. 04	4. 96	1. 92	2. 27	2. 06	67. 8	27. 4	81. 9	68. 8	52. 4	57. 4	74. 2	65. 8
Not future teachers	4. 74	4. 67	6. 03	6. 97	5. 15	2. 08	2. 34	2. 18	62. 8	44. 9	76. 9	65. 2	41. 6	56. 1	70. 9	64. 1
NEGRO																
South, 16th grade:																
Future teachers	4. 31	1. 95	4. 94	6. 48	4. 95	1. 98	2. 23	2. 09	53. 1	31. 7	34. 4	69. 0	66. 6	39. 1	74. 7	74. 7
Not future teachers	4. 45	1. 85	4. 78	6. 50	5. 12	1. 97	2. 08	2. 00	59. 2	46. 6	31. 2	73. 6	66. 5	47. 2	69. 9	74. 1
Non-South, 16th grade:																
Future teachers	4. 62	3. 92	5. 28	6. 62	4. 80	2. 05	2. 36	2. 20	56. 5	19. 6	59. 2	67. 7	60. 6	39. 9	63. 6	47. 8
Not future teachers	4. 78	3. 79	5. 06	6. 67	4. 57	2. 21	2. 60	2. 34	54. 2	33. 3	58. 7	67. 0	61. 7	44. 0	64. 4	44. 7

[1] A course=half-year (one term). [2] A=1; F=5. [3] A=1; D=4.

teacher-training process in disproportionate numbers during the college years.

Nor does the comparison between the freshman and senior years suggest that the training difference between Negro and white future teachers disappears through the selection processes that operate during the college years. It continues to be the case that these differences are substantial. Indeed, it appears that the college curriculum may increase this difference, at least in the South (table 4.4.2): white future teachers in the South take more college work in science and in English, although not in mathematics, while in the non-Southern States Negro future teachers take more college courses in mathematics and in science, though, again, not in English.

Table 4.4.2.—Average number of courses taken in college, by specified subject: College seniors; by race, region, and teaching plans

	Science	Math	English
Negro, South:			
Future teachers	4. 62	3. 66	5. 63
Not future teachers	5. 14	4. 04	5. 39
Negro, North:			
Future teachers	5. 07	3. 58	5. 97
Not future teachers	5. 35	3. 98	6. 17
White, South:			
Future teachers	5. 50	3. 55	6. 56
Not future teachers	5. 30	3. 76	5. 95
White, North:			
Future teachers	4. 77	3. 34	6. 22
Not future teachers	4. 75	3. 25	6. 12

4.5 Verbal competence and other test scores for teachers and future teachers

Whether we observe experienced or inexperienced teachers, whether we observe current teachers or future teachers, substantial differences exist between Negroes and whites in verbal competence test scores. If these differences were greatest among those who have taught the longest, and tended to disappear among those just entering teaching, or preparing to do so, we could conclude that long-term trends are reducing the discriminatory effect of matching race of teacher to that of students. But no such trend is evident in table 4.5.1, which reports by region (South and non-South) the percent of each race who exceed the white mean on verbal skills for that particular experience level and region. Generally, the magnitude of the race differences in proportion exceeding the white mean is approximately the same whether we examine experienced teachers or raw recruits to the teaching profession. Means for teachers cannot be directly compared with those for students, nor those for college seniors with those for freshmen, since the tests are different. But comparisons between the three levels of present teachers yield the same conclusion. Thus the following observations seem warranted: there are no long-term tendencies toward a reduction of the difference in verbal skills between Negro teachers and white teachers; if current practices of matching race of teacher to race of students continue, Negro students will, on the average, be taught by teachers of lesser verbal competence. The test scores in various other competence areas, reported in tables 4.5.2 through 4.5.6 for college freshmen and seniors, offer additional evidence both of the racial disparity and of the fact that this disparity is not lessening. Overall, the test results also suggest the conclusion that nonfuture teachers attending teacher-training institutions are academically superior to future teachers attending the same institutions.

Looking only at future teachers, we observe that fewer than 20 percent of Negro respondents exceed the corresponding white mean in respective region and level (freshmen-seniors) groups on the nonverbal reasoning test (table 4.5.2).* Fewer than one in seven Negroes exceed the white mean at any region/level combination (table 4.5.3) on the mathematics test, and on the science test (table 4.5.4) this is true of approximately one in every five freshmen and one in every ten seniors. Among students in the South, on the social studies test (table 4.5.5) about 1 in 6 Negro freshmen and 1 in 20 Negro seniors exceed the respective white means; and, in the North, about one in 5 and 1 in 10, respectively. The test results indicate a widening gap between white southerners and Negro southerners as between the first and final years of college training—a serious finding in light of the heavy numerical responsibility carried by Southern institutions in the education of Negro teachers. No clear pattern regarding the changing magnitude of the gap appears in the non-South, since more Negro seniors compared to freshmen exceed the white mean on nonverbal reasoning, while fewer do so on mathematics and social studies.

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*The tests are not interlocked between freshmen and seniors' forms and scores should not be compared at different levels.

Table 4.5.1.—Percent exceeding the white mean on verbal competence test; by race and level of experience: Teachers and future teachers

	South				Non-South			
	Negro mean	White mean	Percent exceeding white mean		Negro mean	White mean	Percent exceeding white mean	
			Negro	White			Negro	White
Teachers:								
10 years or more experience	18.87	23.45	23.79	65.89	19.20	24.46	24.17	62.24
5–9 years experience	19.37	23.50	26.47	64.10	21.85	24.85	30.30	68.41
Less than 5 years experience	18.59	24.38	17.11	60.92	20.68	24.73	25.92	63.86
College seniors: Future teachers	18.43	30.18	5.82	48.04	25.74	30.59	24.54	53.28
College freshmen: Future teachers	26.83	44.75	8.54	54.66	35.96	47.66	14.59	56.51
High school seniors: Future teachers	17.37	34.70	7.56	52.41	26.18	37.95	21.48	55.10
High school freshmen: Future teachers	12.96	23.53	6.39	44.47	18.98	29.86	14.82	50.00

Table 4.5.2.—Mean scores by race, region, and teaching plans, and percent exceeding the white mean on nonverbal reasoning test, college freshmen and college seniors

	South				Non-South			
	Negro mean	White mean	Percent exceeding white mean		Negro mean	White mean	Percent exceeding white mean	
			Negro	White			Negro	White
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
College freshmen:								
Future teachers	28.52 (363)	37.51 (436)	12.95	53.11	33.14 (658)	39.11 (818)	14.13	52.93
Not future teachers	29.61 (580)	37.94 (662)	14.83	59.97	33.36 (333)	39.22 (294)	18.02	55.44
College seniors:								
Future teachers	9.68 (963)	17.18 (1140)	11.32	54.30	13.86 (389)	19.73 (1666)	19.79	56.78
Not future teachers	10.86 (769)	18.64 (812)	13.52	55.54	15.78 (94)	20.55 (356)	31.91	57.58

NOTE.—Numbers in parentheses are numbers of cases on which average score is based.

Table 4.5.3.—Mean scores by race, region, and teaching plans, and percent exceeding the white mean on mathematics test, college freshmen and college seniors

	South				Non-South			
	Negro mean	White mean	Percent exceeding white mean		Negro mean	White mean	Percent exceeding white mean	
			Negro	White			Negro	White
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
College freshmen:								
Future teachers	6.82	10.55	11.85	54.59	7.67	13.50	5.78	49.39
Not future teachers	7.40	10.78	16.21	55.74	8.60	13.78	10.51	50.34
College seniors:								
Future teachers	4.95	10.27	7.27	46.71	7.40	11.87	16.20	54.28
Not future teachers	6.01	10.92	15.08	53.19	8.23	12.09	20.21	48.46

Table 4.5.4.—Mean scores by race, region, and teaching plans, and percent exceeding the white mean on science test, college freshmen and college seniors

	South				Non-South			
	Negro mean	White mean	Percent exceeding white mean		Negro mean	White mean	Percent exceeding white mean	
			Negro	White			Negro	White
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
College freshmen:								
Future teachers	7.70	9.37	23.69	61.47	9.35	11.41	19.30	51.96
Not future teachers	7.94	9.25	28.79	55.74	9.81	11.50	26.73	57.48
College seniors:								
Future teachers	11.96	20.10	5.40	48.47	17.33	22.13	19.79	49.01
Not future teachers	13.09	21.00	8.45	48.65	18.01	22.93	35.11	55.46

Table 4.5.5.—Mean scores by race, region, and teaching plans, and percent exceeding the white mean on social studies test, college freshmen and college seniors

	South				Non-South			
	Negro mean	White mean	Percent exceeding white mean		Negro mean	White mean	Percent exceeding white mean	
			Negro	White			Negro	White
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
College freshmen:								
Future teachers	5.78	8.32	16.25	55.96	7.83	10.40	19.57	50.36
Not future teachers	5.96	8.22	15.68	51.81	8.08	10.23	18.91	48.97
College seniors:								
Future teachers	9.02	16.00	4.57	41.98	13.72	18.39	10.80	51.35
Not future teachers	9.66	16.23	8.06	47.05	13.47	18.89	9.57	52.94

Table 4.5.6.—Mean scores by race, region, and teaching plans, and percent exceeding the white mean on fin arts test, college freshmen and college seniors

	South				Non-South			
	Negro mean	White mean	Percent exceeding white mean		Negro mean	White mean	Percent exceeding white mean	
			Negro	White			Negro	White
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
College freshmen:								
Future teachers	7.23	8.43	25.90	60.32	7.97	9.75	24.62	55.50
Not future teachers	7.50	8.35	31.21	58.91	8.36	10.08	15.92	45.58
College seniors:								
Future teachers	5.63	7.99	19.83	57.32	8.05	9.42	30.33	50.15
Not future teachers	5.59	7.65	19.17	51.97	8.35	9.66	31.91	50.98

4.6 The location and relocation of teachers

We are unable to say anything about the schools in which teachers taught before they located at their present schools. We can, however, inquire whether teachers, when they change schools, tend to be selected in such a way that those with certain skills locate in certain kinds of schools. In the extreme, we might imagine that the effect of teacher relocation patterns would be to increase the compatibility between the characteristics of teachers and of students; thus, teachers with high academic expectations tend to move to schools with high academic standards.

We are concerned here only with teachers who had teaching experience prior to coming to their present school. In order to control on total years of experience, we divide the teachers into four categories: 5 to 9, 10 to 14, 15 to 19, and 20 or more years of total experience. (Teachers with less than 5 years' experience are excluded because relatively few of them had experience prior to coming to their present school.) It is well to remember that the teacher's prior school may have been very similar to the one he or she is now in; this information is unavailable. Thus, we cannot infer that the reshuffling process increases the difference in teacher competence level between different kinds of schools; we can only show that it does or does not dissolve any difference that may exist. The measure of competence used is the teacher's score on the verbal competence test. The first part of table 4.6.1 indicates that, at any experience level, those teachers who came into their present school from a prior teaching appointment are less verbally fluent in largely nonwhite than in predominantly white schools. The differential is greater in the South than in the non-South, and it seems to be somewhat greater among relatively young (inexperienced) teachers, suggesting tentatively that teachers in white schools are becoming increasingly superior in verbal skills.

There is no such clear pattern according to the location of the school (second part, table 4.6.1). It does appear that in the South recent appointees to inner-city schools are less verbally competent, but the values may be unstable because of a limited-case base. There is remarkably small variation by location of school in the non-South. This is not the case in the South when schools are divided by their social class clientele (third part, table 4.6.1); at each experience level, average verbal competence score is highest in schools serving the children of professional and white-collar workers, next highest in cross-sectional schools, and lowest in blue-collar and rural schools. This same pattern appears among the relatively inexperienced outside the South, but is not true at higher levels of experience. Indeed, the data in several of these tables suggest that reshuffling processes may produce a closer alignment between the teacher and the client base in the South than occurs in the remainder of the Nation. The last part of table 4.6.1 offers no clear evidence that the more verbally skilled among experienced teachers are drawn to schools that graduate many college-bound students. There is some tendency in this direction in the non-South, while in the South the average scores are lower in exceptionally well performing and exceptionally poor performing schools than in those which send moderate numbers of their students to college.

4.7 The holding power of schools

Schools may be thought of as having different degrees of attractiveness or "holding power" for the teaching profession. Thus, at one extreme, we could imagine a set of schools that is highly attractive to almost all teachers, and thus over time comes to be staffed by those teachers it wants most; i.e., by those it sees as highly competent. At another extreme would be a set of schools so unattractive to the profession that it either receives the rejects from other systems or continually restocks its staff with inexperienced personnel. If such processes operate, and if we can correctly identify some of the characteristics that give schools a greater or a lesser attractiveness, then we should observe that with each increase in age of teacher there is an ever-larger difference between teachers in schools of differing characteristics. We would expect this to be the case because, stated in extreme form, the public school system would have had a longer period in which to sort the teachers, moving good teachers up out of poor schools and removing the poor teachers from good schools.

We might assume that teachers regard as more desirable those schools which send many of their students to college, are located in suburbs or the outer parts of cities rather than in the inner-city, teach white-collar rather than blue-collar workers, and have many white students in them; pertinent data are found in table 4.7.1. However, these data

Table 4.6.1.—Average verbal competence scores of teachers with teaching experience prior to present school; by type of school and amount of teaching experience

[Numbers in parentheses are numbers of cases on which average score is based]

	School type: Percent white in school			School type: Location of school						
	0-9	10-89	90 or more	Rural	Small town	Small city	Suburb	Large city fringe	Large city inner
SOUTH										
Teachers:										
5–9 years total experience	(49) 18.96	(4) 26.75	(55) 24.16	(31) 20.18	(15) 23.47	(19) 22.58	(24) 23.13	(14) 19.07	(6) 16.33
10–19 years total experience	(110) 19.05	(4) 25.00	(121) 23.68	(44) 21.50	(37) 19.54	(40) 22.35	(31) 22.94	(25) 22.60	(16) 21.63
20 or more years total experience	(30) 19.31	(2) 23.50	(169) 22.39	(80) 20.66	(58) 21.02	(41) 21.20	(38) 21.68	(25) 23.36	(9) 20.89
NON-SOUTH										
Teachers:										
5–9 years total experience	(34) 21.91	(71) 24.86	(234) 24.75	(47) 23.87	(25) 25.56	(58) 24.93	(122) 24.30	(46) 24.67	(42) 24.38
10–19 years total experience	(52) 22.19	(101) 24.25	(344) 24.59	(63) 23.70	(44) 24.31	(61) 24.72	(131) 24.15	(71) 24.28	(45) 24.00
20 or more years total experience	(37) 21.65	(94) 23.49	(313) 23.84	(57) 22.81	(51) 24.29	(92) 24.17	(90) 22.61	(61) 23.34	(45) 23.47

	School type: Composition of school				School type: Graduates who go to college		
	Professional and white collar	Cross section	Blue collar	Rural	More than 50 percent	30–50 percent	0–30 percent
SOUTH							
Teachers:							
5–9 years experience	(9) 23.11	(58) 22.34	(18) 21.28	(23) 20.04	(64) 20.6	(12) 22.4	(2)
10–19 years experience	(10) 24.80	(117) 22.24	(33) 21.52	(33) 18.94	(133) 21.2	(23) 25.1	(82) 21.2
20 or more years experience	(12) 23.42	(146) 21.51	(34) 21.38	(55) 19.80	(180) 20.7	(17) 22.8	(87) 21.2
NON-SOUTH							
Teachers:							
5–9 years experience	(78) 25.09	(185) 24.64	(51) 24.10	(11) 21.73	(241) 24.9	(34) 23.5	(65) 23.6
10–19 years experience	(90) 23.94	(238) 24.77	(64) 24.06	(16) 23.19	(338) 24.4	(72) 24.7	(88) 23.7
20 or more years experience	(59) 22.47	(250) 24.17	(59) 23.29	(19) 22.68	(326) 24.0	(48) 23.8	(72) 23.0

do not indicate that the difference in teachers' average verbal skills is greater among older teachers as between types of schools. There are indeed observable differences in the verbal skills of teachers in different types of schools, but the differences do not vary in any pattern by age of teacher. Perhaps the processes we have described operate to some small extent, at least outside the South, with regard to the percent white in the school and the percent of graduates who go to college. But they operate not at all with respect to the class composition of the school or the location of the school. School systems clearly manage to distribute teachers nonrandomly across types of schools (at every age level, for example, teachers in white-collar schools average higher than teachers in blue-collar ones) but the data do not document any cumulative effect of this over time.

We would not want to ignore the most apparent implication of this set of tables: To the extent that the Nation's minority-group students concentrate in schools that service the children of blue-collar workers and in schools that send only a few of their students to college, then it is claer that they are more often exposed to teachers of relatively low verbal skills.

Table 4.7.1.—Average verbal competence scores of teachers by age of teachers, percent white in school, and location of school

	Percent white in school				Location of school (Metropolitan only)		
	0.10	10.50	50.90	90.100	Suburb	Large city fringe	Large city inner
SOUTH							
Teachers:							
Age 25 or less	18.99	----------	26.50	23.78	22.31	23.72	19.06
Age 26–35	19.25	----------	24.88	23.64	21.55	20.91	20.70
Age 36–55	19.58	----------	25.00	23.86	22.70	21.64	20.61
Age 56 or over	18.16	----------	----------	22.10	21.95	20.00	----------
NON-SOUTH							
Teachers:							
Age 25 or less	23.44	24.53	23.89	24.81	24.89	25.38	24.79
Age 26–35	20.85	23.39	24.36	24.29	24.20	23.75	22.65
Age 36–55	22.13	23.43	24.37	24.64	24.37	24.52	23.08
Age 56 or over	20.59	22.64	24.02	24.08	23.47	23.65	22.26

	Class composition of school (rural schools excluded)			Graduates who go to college		
	Professional and white collar	Cross section	Blue collar	0–20 percent	20–50 percent	Over 50 percent
SOUTH						
Teachers:						
Age 25 or less	25.75	22.94	20.56	19.52	22.06	22.51
Age 26–35	23.50	21.37	20.21	18.63	21.89	22.18
Age 36–55	24.21	22.19	21.82	20.10	22.54	24.18
Age 56 or over	24.80	21.21	23.67	19.55	23.31	22.44
NON-SOUTH						
Teachers:						
Age 25 or less	25.46	24.49	24.22	24.53	24.02	25.45
Age 26–35	23.92	24.32	22.69	22.11	24.15	23.62
Age 36–55	24.56	24.48	23.74	21.49	24.12	24.98
Age 56 or over	22.96	24.36	22.72	22.07	24.72	25.43

4.8 Teachers: potential retention

The degree of satisfaction that a professional receives from his work activities should be relevant to whether he will continue to perform these activities, assuming that options are open to him. So it should be that, at least under current conditions of teacher shortage and an expanding economy, those most likely to continue in teaching and to continue in their present school are those who, respectively, like to teach and like to teach in their present school. One problem the school systems face, then, is that of providing satisfactory work experiences that will motivate teachers to remain—especially those teachers which the school most wants to retain. It may be, of course, that how teachers respond to their work experiences is not totally a function of the characteristics of the school; which is to say nothing more than that the background and academic interests of the teacher may affect his response to a given teaching situation.

Tables 4.8.1–4 explore two elements of job satisfaction—whether the teacher would reenter teaching if he or she "could go back in time and start college again," and whether he or she would remain in his current school: "If you could choose, would you be a faculty member in some other school rather than this?" We examine responses to these questions relative to the four factors used previously: The racial composition, the location, the social class background, the academic achievements of the school, and the ability of the teacher as measured by the verbal competence test. The analysis is performed separately by race but not by region.

Commitment to teaching ("I would reenter.") is, for Negro teachers, higher among those who teach in white schools, and, for whites, slightly higher among those who teach in Negro schools (a small number of cases diminishes reliability of this last finding). Fewer Negroes in small town and rural schools reveal this commitment compared to those in suburban schools, and among whites the similarities across various school locations are so substantial that no pattern of differences appears. Negro teachers in white-collar schools less often report that they would reenter teaching; among whites the differences are extremely small and show no pattern. Finally, there is nothing in the latter part of the table to suggest that the school's success in sending its students to college has any effect on the teachers' professional commitment.

Nonetheless, it is possible that more verbally competent teachers react differently to given school situations than do their colleagues. Conceivably, for example, those with high verbal skill have high job commitment when their students are college-bound, but not when they are terminal students. Examination of the table does not reveal any overall tendency for verbal competence to interact with school characteristics so as to affect the teacher's satisfaction with his chosen profession. We do not observe any systematic tendency for teacher professional commitment to be affected by the composition and characteristics of the schools in which they teach.

Table 4.8.1.—Effects of school characteristics on teacher morale; by competence of teachers: Proportions who would reenter teaching, and who want to remain in current school

[Numbers in parentheses are numbers of cases on which percentages are based]

	Percent who would reenter teaching and are now teaching in—			Percent who want to remain in current school and are now teaching in—		
	Negro school	Mixed school	White school	Negro school	Mixed school	White school
NEGRO TEACHERS						
Verbal competence score:						
High	77. 8 (54)	64. 3 (28)	100. 0 (16)	42. 3 (52)	42. 9 (28)	75. 0 (16)
Medium high	73. 0 (304)	79. 2 (48)	87. 5 (32)	50. 7 (300)	62. 5 (48)	62. 5 (32)
Medium low	71. 4 (406)	87. 5 (32)	78. 6 (28)	46. 8 (402)	68. 8 (32)	46. 2 (26)
Low	75. 1 (714)	77. 3 (44)	91. 7 (24)	50. 3 (692)	61. 9 (42)	58. 3 (24)
WHITE TEACHERS						
Verbal competence score:						
High	85. 4 (96)	81. 5 (324)	79. 4 (1, 290)	46. 8 (94)	51. 9 (324)	58. 9 (1, 286)
Medium high	79. 2 (144)	81. 6 (610)	79. 5 (2, 600)	50. 0 (140)	47. 8 (602)	62. 8 (2, 576)
Medium low	100. 0 (56)	80. 5 (246)	82. 6 (1, 124)	70. 4 (54)	43. 4 (244)	66. 7 (1, 122)
Low	76. 9 (26)	62. 5 (128)	77. 7 (548)	58. 3 (24)	56. 3 (24)	69. 1 (544)

Table 4.8.2.—Effects of school characteristics on teacher morale; by competence of teachers: Proportions who would reenter teaching, and who want to remain in current school

[Numbers in parentheses are numbers of cases on which percentages are based]

	Percent who would reenter teaching and are now teaching in—					
	Rural school	Small town school	Small city school	Suburb school	Large city fringe school	Large city inner school
NEGRO TEACHERS						
Verbal competence score:						
High	57.1 (14)	50.0 (4)	75.0 (8)	100.0 (12)	85.7 (28)	92.3 (26)
Medium high	82.4 (68)	70.6 (34)	83.3 (50)	82.4 (34)	75.0 (88)	84.2 (76)
Medium low	78.4 (74)	82.1 (56)	81.4 (86)	80.0 (40)	81.8 (88)	74.4 (86)
Low	80.0 (100)	76.8 (69)	80.6 (62)	91.2 (34)	85.4 (54)	81.3 (48)
WHITE TEACHERS						
Verbal competence score:						
High	86.1 (216)	85.7 (210)	87.7 (310)	81.8 (538)	78.8 (226)	76.7 (146)
Medium high	87.6 (259)	82.1 (196)	81.0 (290)	81.9 (520)	83.9 (217)	83.6 (134)
Medium low	86.9 (122)	81.9 (105)	88.3 (128)	86.3 (212)	86.8 (76)	82.6 (46)
Low	73.4 (64)	90.6 (53)	72.3 (47)	78.1 (105)	72.7 (44)	75.9 (29)

	Percent who want to remain in current school and are now teaching in—					
	Rural school	Small town school	Small city school	Suburb school	Large city fringe school	Large city inner school
NEGRO TEACHERS						
Verbal competence score:						
High	50.0 (16)	50.0 (4)	60.0 (10)	66.7 (12)	28.6 (28)	53.8 (26)
Medium high	48.6 (70)	55.6 (36)	51.5 (66)	35.3 (34)	56.5 (92)	61.0 (82)
Medium low	45.0 (80)	41.9 (62)	47.7 (88)	63.6 (44)	52.2 (92)	42.6 (94)
Low	47.2 (106)	47.1 (68)	50.7 (67)	35.0 (40)	66.1 (56)	64.6 (48)
WHITE TEACHERS						
Verbal competence score:						
High	50.9 (114)	61.5 (109)	59.1 (159)	57.9 (278)	60.7 (117)	47.2 (72)
Medium high	59.1 (264)	63.6 (198)	59.0 (307)	62.2 (529)	57.9 (221)	49.3 (140)
Medium low	63.7 (124)	63.9 (108)	63.8 (130)	63.5 (219)	63.0 (81)	50.0 (48)
Low	65.2 (69)	66.7 (54)	65.3 (49)	63.1 (103)	75.0 (44)	67.7 (31)

Table 4.8.3.—Effects of school characteristics on teacher morale; by competence of teachers: Proportions who would reenter teaching, and who would want to remain in current school

[Numbers in parentheses are numbers of cases on which percentages are based]

	Percent who would reenter teaching and are now teaching in schools with given proportion of graduates in college			Percent who want to remain in current school and are now teaching in schools with given proportion of graduates in college		
	0-30	30-50	50 or more	0-30	30-50	50 or more
NEGRO TEACHERS						
Verbal competence score:						
High	63.6 (22)	100.0 (12)	50.0 (4)	25.0 (24)	66.7 (12)	50.0 (4)
Medium high	79.5 (88)	90.0 (66)	75.0 (8)	48.9 (90)	77.8 (72)	60.0 (10)
Medium low	77.6 (98)	65.4 (52)	100.0 (16)	35.8 (106)	60.0 (60)	45.4 (22)
Low	81.1 (212)	84.8 (66)	81.3 (32)	45.2 (230)	47.2 (72)	50.0 (32)
WHITE TEACHERS						
Verbal competence score:						
High	78.1 (64)	75.4 (114)	81.8 (137)	42.0 (69)	38.0 (121)	60.4 (144)
Medium high	85.8 (127)	79.2 (212)	76.9 (255)	60.5 (129)	49.3 (223)	60.8 (260)
Medium low	81.0 (58)	78.3 (83)	82.6 (86)	58.3 (60)	53.4 (88)	62.6 (91)
Low	81.3 (32)	75.0 (48)	70.2 (57)	57.6 (33)	52.9 (51)	69.6 (56)

It is conceivable that a teacher might agree to reenter teaching, yet wish to teach in some other school. Are more teachers in certain types of schools eager to relocate? Some patterns do appear. Fewer teachers in white schools wish to relocate. White teachers in inner-city schools are less likely to be satisfied in the current posts, whereas more Negro teachers in large city schools, whether fringe areas or inner-city, are satisfied. Teachers are more likely to prefer to remain where they are if they teach in white-collar schools, and generally less likely when they teach in blue-collar schools (although among Negroes the desire to relocate occurs most frequently in the rural schools). Also, there is some indication, especially among whites, that schools which send only small numbers of their students into college have more teachers who prefer to teach somewhere else.

There is no indication at all, however, that the more competent teachers are more likely to be satisfied in certain types of schools. Among whites, at least, there is some indication that highly competent teachers are those most likely to prefer relocation regardless of their present school, but their relative levels of satisfaction are not related to the composition of the schools. We conclude, then, that teachers are somewhat more likely to wish to remain in their current school if it is what common definition would call a "good school"—white, white-collar, suburban, academic—but no data suggest that the better teachers (defined by the measure of verbal competence) are distinctly likely to prefer such schools.

Table 4.8.4.—Effects of school characteristics on teacher morale; by competence of teachers: Proportions who would reenter teaching, and who want to remain in current school

[Numbers in parentheses are numbers of cases on which percentages are based]

	Percent who would reenter teaching and are now teaching in—			
	White-collar school	Cross-section school	Blue-collar school	Rural school
NEGRO TEACHERS				
Verbal competence score:				
High	100.0 (6)	81.0 (42)	88.2 (34)	50.0 (8)
Medium high	66.7 (6)	81.1 (180)	78.0 (100)	82.9 (70)
Medium low	50.0 (8)	79.2 (202)	80.6 (134)	82.1 (78)
Low	75.0 (16)	86.3 (332)	81.0 (168)	77.5 (222)
WHITE TEACHERS				
Verbal competence score:				
High	86.2 (159)	82.1 (542)	84.5 (97)	81.5 (27)
Medium high	84.6 (280)	81.7 (1,041)	82.9 (210)	92.8 (83)
Medium low	87.2 (109)	85.1 (449)	89.3 (75)	86.0 (57)
Low	72.1 (61)	76.6 (205)	84.4 (45)	83.9 (31)

	Percent who want to remain in current school and are now teaching in—			
	White-collar school	Cross-section school	Blue-collar school	Rural school
NEGRO TEACHERS				
Verbal competence score:				
High	66.7 (6)	54.5 (44)	38.9 (36)	25.0 (8)
Medium high	50.0 (8)	58.9 (190)	49.1 (106)	47.2 (72)
Medium low	25.0 (8)	51.8 (220)	47.9 (142)	40.5 (84)
Low	70.0 (20)	45.1 (288)	41.4 (140)	40.2 (204)
WHITE TEACHERS				
Verbal competence score:				
High	68.1 (166)	56.3 (558)	45.1 (102)	46.4 (28)
Medium high	72.1 (283)	58.2 (1,074)	47.2 (214)	65.5 (87)
Medium low	73.6 (110)	62.8 (446)	59.0 (78)	69.0 (58)
Low	71.2 (59)	65.4 (214)	62.2 (45)	68.8 (32)

4.9 Selective appointment processes

We may imagine a prolonged funneling process which begins with the precollege career choices of adolescents and terminates with a permanent, career-long relationship between a teacher and a school. The characteristics of persons recruited into the teaching profession, the nature and effects of their training during the college years, the initial reaction of the job market to their application for appointment (as reflected in their initial teaching assignment), the continuing reaction of the teacher to the teaching situation and of the school administration to the teacher's job performance—all of these factors presumably affect the distribution of teacher talent that we observe at any given point in time. The purpose of this section is to consider whether certain observable characteristics of first-time teachers seem to affect where they locate in the Nation's schools. It is apparent that assortative matching between students and teachers does occur in certain respects—boys' schools tend to have male teachers and Negro teachers tend to locate in Negro schools, as examples—but we shall be concerned with the use of measures that may suggest variation in the quality and competence of the teacher. If it should appear that first-time

Table 4.9.1.—Selected characteristics of first-time teachers in the South; by composition of school

[Numbers in parentheses give number of responses on which percentage is based]

	Percent above national median on verbal competence score	Percent with master's degree	Percent with regular or highest certification	Percent member of honorary society	Percent read 2 or more professional journals	Percent attended university	Percent attended college in top 30 percent of quality
Teachers in—							
Negro school (over 90 percent Negro)	18.8 (101)	1.0 (101)	81.7 (93)	17.8 (101)	40.0 (100)	54.0 (100)	34.1 (88)
Mixed school (10–90 percent Negro)	66.7 (9)	11.1 (9)	77.8 (9)	33.3 (9)	44.4 (9)	66.7 (9)	66.7 (9)
White school (0–10 percent Negro)	56.5 (167)	2.4 (167)	76.9 (160)	21.6 (167)	26.2 (164)	65.1 (166)	63.1 (160)
Teacher's school located in—							
Rural area	34.2 (76)	1.3 (76)	86.1 (72)	19.7 (76)	29.3 (75)	53.9 (76)	64.8 (71)
Small town	49.0 (51)	2.0 (51)	79.5 (44)	19.6 (51)	31.4 (51)	60.8 (51)	53.2 (47)
Small city	50.0 (38)	5.3 (38)	88.9 (36)	26.3 (38)	42.1 (38)	55.3 (38)	36.1 (36)
Suburb	57.7 (52)	1.9 (53)	63.5 (52)	15.1 (53)	25.0 (52)	66.7 (51)	55.1 (49)
Fringe area of large city	66.7 (39)	2.6 (39)	74.4 (39)	30.8 (39)	27.0 (37)	71.8 (39)	48.7 (39)
Inner area of large city	33.3 (18)	0 (18)	88.2 (17)	5.6 (18)	50.0 (18)	72.2 (18)	38.5 (13)
Teachers in—							
Professional and white-collar school	56.3 (16)	0 (8)	87.5 (8)	25.0 (8)	25.0 (8)	62.5 (8)	50.0 (8)
Cross-section school	50.8 (260)	2.8 (181)	74.6 (173)	22.7 (181)	32.6 (181)	62.8 (180)	55.6 (169)
Blue-collar school	29.6 (71)	2.1 (47)	90.9 (44)	17.0 (47)	43.5 (46)	60.9 (46)	53.7 (41)
Rural school	34.9 (66)	0 (41)	83.8 (37)	12.2 (41)	48.8 (41)	56.1 (41)	43.6 (39)
Teachers where—							
0–30 percent of graduates go to college	27.8 (40)	2.5 (40)	88.6 (35)	12.5 (40)	43.6 (39)	52.5 (40)	43.2 (37)
30–50 percent of graduates go to college	46.8 (77)	3.9 (77)	74.3 (74)	24.7 (77)	30.3 (76)	65.3 (75)	54.8 (73)
50–70 percent of graduates go to college	68.8 (32)	0 (22)	71.4 (21)	27.3 (22)	31.8 (22)	50.0 (22)	35.0 (20)
70–100 percent of graduates go to college	54.6 (22)	0 (22)	72.7 (22)	31.8 (22)	27.3 (22)	72.7 (22)	63.6 (22)

teachers with better and more advanced training locate in white, middle-class, large city fringe schools, we would not have demonstrated whether this occurs because new teachers prefer this outcome, or because school administrations place the best applicants in choice schools, or because of some combination of unstated reasons—but we at least would have identified an occurrence to which educational policy might address itself.

Tables 4.9.1 and .2 use the four divisions of schools used previously—schools are classified by location, racial composition, class clientele, and proportion of college-bound students. The tables report the distribution of first-time teachers in terms of seven measures of teachers' training or competence—verbal competence score, highest degree earned, level of certification, academic honors, reading of professional journals, type of college attended, and quality of the college attended (as rated by the teacher).

These data provide little, if any, basis for asserting that the characteristics of the beginning teacher affect where he or she is located in the Nation's schools. (The significance of this statement is bounded, obviously, by the characteristics—both of schools and of teachers—that have been selected for examination.) There are certain clear exceptions to this overall generalization. In the South, for example, in consequence of the combined forces of largely segregated higher education and the practice of placing Negro teachers in Negro schools, new teachers in Negro schools are less likely to have attended a university and less likely to rate their college high on quality. And whether in South or North, the practice of matching race of teachers to race of students means

Table 4.9.2.—Selected characteristics of first-time teachers outside the South; by composition of school

[Numbers in parentheses give number of responses on which percentage is based]

Non-South	Percent above national median on verbal competence score	Percent with master's degree	Percent with regular or highest certification	Percent of members in honorary society	Percent read 2 or more professional journals	Percent attended university	Percent attended college in top 30 percent of quality
Teachers in—							
Negro school (over 90 percent Negro)	32.3 (202)	7.7 (65)	42.9 (63)	15.4 (65)	29.2 (65)	67.7 (65)	63.5 (63)
Mixed school (10–90 percent Negro)	55.1 (351)	6.2 (194)	52.4 (187)	12.9 (193)	20.8 (192)	74.0 (192)	67.7 (186)
White school (0–10 percent Negro)	63.1 (584)	7.9 (584)	42.4 (574)	16.1 (594)	23.3 (575)	65.6 (582)	58.0 (569)
Teacher's school located in—							
Rural area	43.1 (116)	6.8 (117)	50.0 (114)	7.7 (117)	21.1 (114)	51.3 (117)	51.8 (114)
Small town	50.0 (80)	5.0 (80)	55.7 (79)	21.3 (80)	29.5 (78)	56.3 (80)	58.8 (80)
Small city	44.0 (118)	6.8 (118)	47.9 (117)	12.6 (118)	22.9 (118)	65.5 (116)	63.7 (113)
Suburb	57.0 (330)	8.4 (332)	45.1 (326)	19.0 (330)	24.3 (329)	71.4 (332)	62.0 (324)
Fringe area of large city	57.1 (105)	7.6 (105)	35.0 (103)	19.0 (105)	24.0 (104)	72.1 (104)	59.0 (100)
Inner area of large city	41.0 (93)	7.4 (94)	41.6 (89)	6.4 (93)	16.1 (93)	85.1 (94)	68.1 (91)
Teachers in—							
Professional and white-collar schools	68.2 (245)	10.1 (168)	43.9 (164)	25.0 (168)	21.3 (168)	72.6 (168)	64.7 (167)
Cross-section school	61.6 (745)	7.1 (523)	46.8 (517)	14.1 (524)	31.5 (508)	68.1 (520)	59.3 (504)
Blue-collar school	53.4 (176)	6.1 (114)	35.2 (108)	10.5 (114)	33.3 (112)	72.8 (114)	64.9 (111)
Rural school	45.5 (55)	4.9 (41)	64.1 (39)	4.9 (41)	48.8 (41)	34.1 (41)	51.2 (41)
Teachers where—							
0–30 percent of graduates go to college	50.0 (30)	3.3 (30)	37.9 (29)	16.7 (30)	23.3 (30)	66.7 (30)	65.5 (29)
31–50 percent of graduates go to college	61.8 (126)	9.5 (126)	43.2 (125)	1[illegible].8 (125)	28.0 (125)	63.5 (126)	61.2 (121)
51–70 percent of graduates go to college	66.0 (58)	8.6 (58)	47.4 (59)	25.0 (56)	25.9 (58)	77.6 (58)	63.2 (57)
71–100 percent of graduates go to college	74.4 (25)	16.0 (25)	39.1 (23)	16.0 (25)	25.0 (24)	72.0 (25)	70.8 (24)

that the average verbal competence score is lower in Negro schools. But on other dimensions we make somewhat opposite observations. In the South, for example, more teachers in Negro than in white schools are fully certified, and in the non-South, teachers in inner-city schools are more likely than any others to have attended a university rather than some other unit of higher education, and are more likely to rate the college in which they trained as being among the top 30 percent of the Nation's institutions of higher learning. It would appear that whatever the extent of eventual assortative matching between teacher characteristics and pupil characteristics, it does not occur because of differential assignment procedures involving first-time teachers.

4.10 Teaching situation and teaching preference among inexperienced teachers

We have not yet considered whether first-time teachers prefer to teach in the type of school they are in fact teaching in. Two extreme possibilities can be imagined: in one, different teachers prefer different schools and the placement process perfectly places teachers where they wish to be; in the other, all teachers prefer the same kind of school, and, since schools differ, those who succeed in being placed in the preferred type are pleased and the remainder are unhappy. Tables 4.10.1, 4.10.2, and 4.10.3 examine the preferred type of school in relation to the actual school of employment. The description of the school was given by the school principal; the preferred type of school was reported by the individual teacher.

It is clear from table 4.10.1 that among those who are recent college graduates, the typical teacher prefers to teach in an academic high school—"An academic school with strong emphasis on college preparation"—regardless of the school in which he or she teaches. On the other hand, whatever the character of the school, those teaching in it are more likely to prefer that type than are those teaching in other types; thus, for example, a comprehensive high school is preferred by nearly 40 percent of those actually teaching in one, but only half as many prefer the comprehensive school among those teaching in academic or vocational high schools. But, as seen in table 4.10.2, preference also tends toward schools that serve a cross-section of the community rather than serving either mostly white-collar or mostly blue-collar students. Again, however, teachers in white-collar schools are more likely than others to prefer white-collar schools, whereas teachers in cross-sectional schools are most likely to prefer cross-sectional schools and teachers in blue-collar schools are most likely to prefer that type. Faculty of white-collar schools are least likely to report "no preference" as to type of school.

Table 4.10.3 is concerned with whether teachers actually locate in schools that reflect their preference as to racial composition of the student body. The relationship is considered separately for Negro and white teachers, and the small number of Negro teachers in non-Negro schools requires a simple dichotomy (less than 10 percent white student versus all others) when data for Negro teachers are presented. Negro teachers do not prefer to teach segregated Negro students; most express no preference, but virtually all who have a preference want at least half of their students to be white. We cannot know from these data whether this is because they believe white students are better able to perform as they want their students to perform, or whether it reflects a value-commitment to desegregated education; but it does appear that Negro teachers who teach white students are those most likely to prefer white students. White teachers, whatever the racial composition of their students, clearly prefer not to teach in schools that are mostly or all nonwhite, and a majority of teachers in three of the four school types prefer a student body that is all or mostly white. More teachers in predominantly (at least 90 percent) white than in other types of schools prefer to teach all or mostly white students, and more teachers in predominantly nonwhite schools than in other types prefer to teach mostly nonwhites, suggesting again that the preferences of beginning teachers are reflected in the schools in which they are employed.

4.11 The differential appeal of schools among future teachers

We turn now to consider the possibility that the process of training teachers has some effect on their conception of appropriate places of employment. The section on future teachers in chapter 4 of the summary report reviewed data gathered by the survey about the kinds of schools and pupils preferred by future teachers. The data presented here are concerned with the question of whether the competence level of the future teacher is related to the kind of school he or she prefers. We may ask the question in this manner: If the preferences of future teachers were a large factor in their assignments, would there be a high density of highly competent new teachers in certain types of schools and a low density in others? Or, defining white-collar students, high-ability students, students in academic high schools, and white students, relative to their opposites, as the privileged, we may ask whether more highly competent future teachers are more, or less, likely to wish to teach the privileged?

The pertinent data are contained in a set of eight tables (one for each combination of race, region, and whether freshman or senior), with each table including various measures of academic competence. These are tables 4.11.1 through 4.11.8. Future teachers who score high on the several competence tests are more likely to prefer to teach high-ability students. But there is no other general indication that test results are related to preference patterns among college-level future teachers. There is also some indication that the better students (as measured by high school grades in mathematics and English) are more likely than others to prefer academic high schools and high-ability students. And in every one of the comparisons, at both freshman and senior levels, future teachers who rate themselves above average in brightness more often want to

Table 4.11.1.—Proportion of college-level future teachers preferring to teach in schools serving the privileged; by various measures of teacher quality: Negro, South, freshmen

[Numbers in parentheses give number of responses on which percentage is based]

	Percent preferring—			
	White collar students	High ability students	Academic high school	White students
1. Verbal competence test:				
High	6. 5 (31)	16. 1 (31)	77. 4 (31)	6. 7 (30)
Medium high	0 (27)	3. 1 (27)	70. 4 (27)	0 (27)
Medium low	4. 8 (63)	4. 8 (62)	64. 1 (64)	4. 8 (62)
Low	11. 5 (218)	9. 5 (221)	56. 0 (218)	5. 5 (218)
2. Mathematics test:				
High	— (4)	— (4)	— (4)	— (3)
Medium	5. 2 (58)	8. 8 (57)	70. 7 (58)	3. 5 (57)
Low	9. 8 (277)	8. 2 (280)	58. 3 (278)	5. 4 (277)
3. Nonverbal reasoning test:				
High	(1)	4. 3 (23)	56. 5 (23)	4. 5 (22)
Medium	(1)	7. 6 (144)	61. 4 (145)	4. 2 (143)
Low	(1)	10. 3 (174)	60. 5 (172)	5. 8 (172)
4. Grade average, high school English:				
A	6. 7 (45)	9. 1 (44)	69. 6 (44)	4. 5 (44)
B	7. 5 (187)	9 (189)	66. 1 (183)	1. 6 (183)
C or less	11. 4 (105)	8. 5 (106)	47. 2 (108)	11. 1 (108)
5. Grade average, high school math:				
A	(1)	20. 7 (29)	76. 7 (30)	3. 4 (29)
B	(1)	3. 6 (111)	62. 7 (110)	2. 7 (111)
C or less	(1)	10. 2 (197)	57. 7 (196)	6. 7 (193)
6. Self rating on "Brightness":				
Above average	7. 8 (103)	13. 6 (103)	72. 3 (101)	4. 9 (102)
Average or below	9. 6 (229)	6. 4 (233)	56. 0 (232)	4. 4 (227)

[1] Data not available.

teach high-ability students and in academic high schools. Certainly, to the extent that the expressed preferences of persons entering the teaching profession are determinative of where in the Nation's schools they are employed, there is no indication in these data that the better trained, brighter teachers will become engaged in the teaching of the underprivileged to the extent that would be necessary to compensate for disadvantage in their environment; on the other hand, we find little in these data to suggest that the preferences of entering teachers account for the observed patterns that do in fact locate more competent teachers in schools serving the privileged.

Table 4.11.2.—Proportion of college-level future teachers preferring to teach in schools serving the privileged; by various measures of teacher quality: Negro, non-South, freshmen

	Percent preferring—			
	White-collar students	High-ability students	Academic high school	White students
1. Verbal competence test:				
High	1.4 (147)	13 (146)	54.9 (144)	1.4 (145)
Medium high	3.3 (120)	5.8 (121)	50.9 (114)	1.7 (120)
Medium low	2.0 (198)	4 (198)	49.7 (185)	2.5 (197)
Low	6.5 (185)	8 (187)	58.6 (181)	2.2 (184)
2. Mathematics test:				
High	0 (18)	5.6 (18)	70.6 (17)	0 (18)
Medium	2.6 (152)	9.8 (153)	56 (150)	2 (152)
Low	3.8 (480)	6.9 (481)	52.3 (457)	2.1 (477)
3. Nonverbal reasoning test:				
High	(1)	10.8 (93)	60.4 (91)	1.1 (91)
Medium	(1)	7.1 (407)	53.2 (389)	2.7 (404)
Low	(1)	6.6 (152)	50.7 (144)	.7 (152)
4. Grade average, high school English:				
A	5.7 (53)	15.1 (53)	67.3 (52)	3.8 (53)
B	3.9 (336)	8 (338)	55.1 (321)	2.1 (335)
C or less	2.3 (256)	5.5 (256)	48.6 (247)	1.6 (254)
5. Grade average, high school math:				
A	(1)	23.3 (30)	66.7 (30)	10 (30)
B	(1)	9.2 (184)	57.1 (177)	2.2 (184)
C or less	(1)	5.8 (430)	51.3 (409)	1.4 (425)
6. Self-rating on "Brightness":				
Above average	3.9 (152)	15.1 (152)	56.7 (150)	3.9 (152)
Average or below	3.3 (489)	5.3 (491)	52.7 (467)	1.4 (486)

[1] Data not available.

Table 4.11.3.—Proportion of college-level future teachers preferring to teach in schools serving the privileged; by various measures of teacher quality: White, South, freshmen

	Percent preferring—			
	White-collar students	High-ability students	Academic high school	White students
1. Verbal competence test:				
High	7.3 (207)	23.4 (209)	83.2 (208)	69.9 (209)
Medium high	11.1 (72)	15.3 (72)	84.5 (71)	79.2 (72)
Medium low	13.1 (84)	8.1 (86)	78.3 (83)	73.3 (86)
Low	4.7 (64)	15.4 (65)	66.7 (63)	72.3 (65)
2. Mathematics test:				
High	9.5 (95)	22.5 (98)	82.5 (97)	70.4 (98)
Medium	10.5 (181)	19.3 (181)	81.1 (180)	74.6 (181)
Low	6 (151)	13.1 (153)	77 (148)	71.2 (153)
3. Nonverbal reasoning test:				
High	(1)	21.2 (146)	79.9 (144)	68.5 (146)
Medium	(1)	15.3 (216)	82.6 (213)	75.9 (216)
Low	(1)	18.6 (70)	72.1 (68)	70 (70)
4. Grade average, high school English:				
A	5.7 (127)	28.7 (129)	81.3 (128)	71.3 (129)
B	10.6 (227)	14 (229)	80.4 (225)	75.5 (229)
C or less	8.2 (73)	10.8 (74)	76.4 (72)	64.9 (74)
5. Grade average, high school math:				
A	(1)	21.8 (78)	82.1 (78)	79.5 (78)
B	(1)	20.1 (179)	81.9 (177)	73.7 (179)
C or less	(1)	13.3 (173)	77.4 (168)	68.2 (173)
6. Self-rating on "Brightness":				
Above average	8.9 (158)	28.5 (158)	83.9 (155)	69.8 (159)
Average or below	8.6 (267)	11.8 (271)	78.3 (267)	73.8 (271)

[1] Data not available.

Table 4.11.4.—Proportion of college-level future teachers preferred to teach in schools serving the privileged; by various measures of teacher quality: White, non-South, freshmen

	Percent preferring—			
	White-collar students	High-ability students	Academic high school	White students
1. Verbal competence test:				
High	10.9 (578)	19.4 (577)	65.2 (575)	49.9 (577)
Medium high	7.8 (128)	7.9 (127)	63.0 (127)	57.9 (126)
Medium low	9.4 (96)	3.1 (97)	67.4 (95)	51.6 (97)
Low	(9)	(9)	(9)	(9)
2. Mathematics test:				
High	8.8 (318)	23.3 (317)	63.9 (316)	50.5 (317)
Medium	11.9 (360)	10.3 (360)	64.4 (357)	52.4 (357)
Low	8.4 (131)	10.5 (133)	66.4 (131)	50.4 (135)
3. Nonverbal reasoning test:				
High	(1)	18.6 (430)	65.5 (426)	50.6 (431)
Medium	(1)	12.0 (350)	62.9 (350)	51.1 (348)
Low	(1)	10.0 (30)	66.7 (30)	63.3 (30)
4. Grade average, high school English:				
A	10.3 (194)	28.7 (195)	68.6 (194)	51.0 (194)
B	9.4 (449)	11.8 (450)	64.2 (447)	49.8 (445)
C or less	12.0 (166)	9.2 (163)	59.5 (163)	55.4 (166)
5. Grade average, high school math:				
A	(1)	23.0 (126)	61.9 (126)	46.0 (126)
B	(1)	15.5 (322)	66.5 (319)	51.9 (320)
C or less	(1)	12.6 (358)	63.3 (357)	52.5 (360)
6. Self-rating on "Brightness":				
Above average	14.3 (293)	29.4 (293)	69.8 (291)	52.2 (291)
Average or below	7.8 (513)	7.6 (511)	61.6 (511)	50.9 (513)

[1] Data not available.

Table 4.11.5.—Proportion of college-level future teachers preferring to teach in schools serving the privileged; by various measures of teachers' quality: Negro, South, seniors

	Percent preferring—			
	White-collar students	High-ability students	Academic high schools	White students
1. Verbal competence test:				
High	4.8 (21)	19.0 (21)	52.4 (21)	4.8 (21)
Medium high	4.5 (44)	18.2 (44)	64.3 (42)	2.3 (44)
Medium	4.8 (125)	7.2 (125)	60.2 (123)	4.0 (125)
Medium low	1.6 (185)	8.7 (184)	60.8 (181)	1.1 (184)
Low	7.3 (551)	7.5 (547)	58.1 (544)	5.3 (550)
2. Mathematics test:				
High	10.0 (10)	20.0 (10)	60.0 (10)	(10)
Medium high	1.3 (77)	6.3 (79)	70.9 (79)	5.1 (79)
Medium low	5.0 (378)	8.2 (379)	57.6 (375)	3.5 (375)
Low	6.7 (461)	8.8 (453)	58.2 (447)	4.6 (460)
3. Nonverbal reasoning test:				
High	2.0 (50)	12.0 (50)	72.0 (50)	4.1 (49)
Medium high	7.3 (124)	7.9 (126)	50.8 (124)	1.6 (124)
Medium low	5.9 (255)	9.5 (253)	62.9 (245)	3.9 (254)
Low	5.4 (497)	7.7 (492)	57.9 (492)	4.8 (495)
4. Grade average, high school English:				
A	4.2 (215)	10.6 (218)	65.6 (218)	2.3 (221)
B	4.9 (509)	7.9 (505)	57.7 (492)	4.8 (504)
C or less	8.7 (195)	7.9 (191)	54.1 (194)	4.2 (192)
5. Grade average, high school math:				
A	5.4 (56)	7.1 (56)	63.6 (55)	8.9 (56)
B	2.4 (246)	9.6 (251)	62.1 (248)	3.2 (250)
C or less	6.6 (607)	8.2 (598)	57.1 (592)	3.8 (602)
6. Self-rating on "Brightness":				
Above average	8.2 (365)	11.6 (361)	59.7 (362)	4.7 (362)
Average or below	4.0 (554)	6.3 (554)	58.4 (541)	3.8 (555)
7. Number of college courses in math:				
5 or more	5.2 (192)	8.2 (734)	58.4 (197)	1.0 (195)
3 or 4	5.9 (572)	10.3 (116)	58.2 (555)	4.1 (567)
1 or 2	4.9 (162)	8.5 (71)	62.9 (159)	8.0 (162)
8. Number of college courses in science:				
7 or more	3.6 (195)	10.5 (191)	66.1 (189)	5.3 (190)
5 or 6	5.4 (280)	7.9 (280)	60.1 (276)	2.1 (280)
3 or 4	5.3 (323)	8.1 (321)	55.2 (317)	4.0 (326)
1 or 2	10.2 (128)	7.8 (129)	55.8 (129)	7.0 (128)
9. Number of college courses in English:				
7 or more	4.4 (320)	10.5 (191)	62.7 (314)	3.2 (317)
5 or 6	3.8 (421)	7.9 (280)	56.5 (414)	3.1 (42)
4 or less	11.9 (185)	8.0 (450)	58.5 (183)	8.0 (187)

Table 4.11.6.—Proportion of college-level future teachers preferring to teach in schools serving the privileged; by various measures of teacher quality: Negro, non-South, seniors

	Percent preferring—			
	White-collar students	High-ability students	Academic high school	White students
1. Verbal competence test:				
High	7.9 (38)	21.1 (38)	57.9 (38)	7.9 (38)
Medium high	6.1 (82)	23.2 (82)	36.5 (74)	8.6 (81)
Medium	2.9 (105)	6.7 (107)	61.3 (102)	3.8 (104)
Medium low	2.2 (90)	5.6 (90)	51.7 (85)	6.7 (90)
Low	11.1 (63)	6.3 (64)	36.4 (55)	4.5 (66)
2. Mathematics test:				
High	0 (22)	9.1 (22)	50.0 (22)	9.1 (22)
Medium high	10.5 (86)	16.3 (86)	56.1 (86)	12.9 (85)
Medium low	.6 (175)	9.1 (175)	31.3 (160)	1.7 (174)
Low	10.5 (95)	4.1 (98)	39.3 (89)	7.1 (98)
3. Non-verbal reasoning test:				
High	5.7 (70)	14.3 (70)	57.1 (70)	8.6 (70)
Medium high	1.9 (105)	4.5 (105)	36.7 (98)	4.9 (103)
Medium low	4.0 (125)	8.0 (125)	33.0 (115)	5.6 (125)
Low	11.5 (78)	7.4 (81)	40.0 (70)	6.2 (81)
4. Grade average, high school English:				
A	3.3 (92)	20.7 (92)	35.2 (88)	2.2 (91)
B	6.8 (177)	8.3 (181)	45.3 (161)	5.6 (178)
C or less	4.6 (109)	1.9 (107)	36.5 (104)	10.1 (109)
5. Grade average, high school math:				
A	5.3 (38)	2.6 (38)	45.9 (37)	5.3 (38)
B	2.2 (135)	11.9 (135)	39.2 (125)	2.2 (34)
C or less	7.8 (192)	9.8 (194)	41.0 (178)	8.8 (193)
6. Self-rating on "Brightness":				
Above average	7.3 (15)	15.3 (150)	46.2 (143)	9.4 (149)
Average or below	3.2 (22)	5.8 (223)	36.6 (202)	4.1 (222)
7. Number of college courses in math:				
5 or more	4.3 (70)	9.1 (317)	50.0 (64)	2.9 (70)
3 or 4	5.7 (230)	10.2 (49)	38.5 (213)	5.6 (231)
1 or 2	5.1 (78)	13.3 (15)	36.8 (76)	10.3 (78)
8. Number of college courses in science:				
7 or more	5.8 (69)	8.6 (70)	41.8 (67)	7.2 (69)
5 or 6	4.6 (194)	9.1 (198)	45.4 (183)	4.6 (195)
3 or 4	5.6 (89)	9.2 (87)	27.8 (79)	9.0 (89)
1 or 2	3.8 (26)	15.4 (26)	37.5 (24)	3.8 (26)
9. Number of college courses in English:				
7 or more	5.8 (171)	8.6 (70)	42.1 (164)	7.0 (171)
5 or 6	2.8 (144)	9.1 (198)	37.9 (132)	5.6 (144)
4 or less	9.5 (63)	10.6 (113)	40.4 (57)	4.7 (64)

Table 4.11.7.—Proportion of college-level future teachers preferring to teach in schools serving the privileged; by various measures of teacher quality: White, South, seniors

	Percent preferring—			
	White collar students	High-ability students	Academic high school	White students
1. Verbal competence test:				
High	18.0 (362)	26.7 (359)	61.4 (360)	69.7 (33)
Medium high	14.5 (290)	14.0 (292)	65.5 (287)	77.6 (58)
Medium	16.3 (240)	13.8 (240)	62.3 (231)	71.9 (64)
Medium low	9.9 (142)	5.6 (143)	58.8 (136)	70.2 (94)
Low	14.3 (98)	11.8 (96)	64.2 (95)	71.3 (87)
2. Mathematics test:				
High	19.1 (183)	33.7 (184)	66.1 (183)	68.1 (182)
Medium high	14.2 (459)	17.4 (459)	61.8 (453)	71.8 (458)
Medium low	15.2 (396)	10.1 (396)	62.4 (383)	74.4 (395)
Low	14.9 (94)	5.4 (93)	60.0 (90)	70.2 (94)
3. Nonverbal reasoning test:				
High	16.4 (440)	22.5 (440)	63.0 (435)	68.1 (439)
Medium high	14.7 (402)	14.7 (401)	59.9 (397)	75.1 (401)
Medium low	16.1 (28)	11.9 (219)	67.3 (211)	76.5 (217)
Low	11.3 (71)	2.8 (71)	60.0 (65)	66.2 (71)
4. Grade average, high school English:				
A	16.3 (406)	23.3 (407)	60.0 (402)	73.2 (407)
B	15.5 (478)	11.7 (478)	64.0 (467)	72.6 (475)
C or less	13.4 (247)	14.2 (246)	64.0 (239)	68.7 (246)
5. Grade average, high school math:				
A	19.7 (122)	28.7 (122)	66.4 (122)	70.2 (121)
B	14.6 (364)	18.1 (365)	64.5 (355)	72.1 (362)
C or less	14.3 (567)	12.7 (566)	60.2 (553)	71.8 (568)
6. Self-rating on "Brightness":				
Above average	19.6 (525)	25.9 (526)	63.8 (522)	71.2 (524)
Average or below	11.8 (604)	8.5 (603)	61.5 (584)	72.8 (602)
7. Number of college courses in math:				
5 or more	17.7 (243)	16.4 (1,052)	63.2 (239)	71.6 (243)
3 or 4	13.3 (570)	16.1 (31)	62.5 (558)	70.3 (569)
1 or 2	17.2 (319)	26.3 (19)	62.2 (312)	75.4 (317)
8. Number of college courses in science:				
7 or more	14.2 (408)	19.3 (405)	64.7 (402)	71.2 (406)
5 or 6	14.3 (420)	16.2 (420)	61.7 (413)	74.0 (420)
3 or 4	17.4 (258)	12.0 (259)	60.5 (248)	70.4 (257)
1 or 2	23.9 (46)	21.7 (46)	63.0 (46)	69.6 (46)
9. Number of college courses in English:				
7 or more	16.0 (620)	19.2 (407)	63.0 (610)	68.5 (619)
5 or 6	15.4 (462)	16.2 (420)	61.9 (44)	77.2 (460)
4 or less	8.0 (50)	13.4 (305)	64.0 (50)	68.0 (50)

Table 4.11.8.—Proportion of college-level future teachers preferring to teach in schools serving the privileged; by various measures of teacher quality: White, non-South, seniors

	Percent preferring—			
	White-collar students	High-ability students	Academic high school	White students
1. Verbal competence test:				
High	16.7 (492)	20.8 (491)	45.8 (483)	50.9 (483)
Medium high	18.0 (523)	13.2 (524)	49.9 (511)	50.2 (520)
Medium	19.4 (356)	19.8 (359)	50.3 (348)	53.0 (355)
Medium low	15.2 (184)	13.3 (181)	43.8 (178)	45.1 (182)
Low	16.3 (98)	13.3 (98)	34.3 (99)	61.5 (96)
2. Mathematics test:				
High	19.8 (449)	20.8 (448)	52.5 (442)	54.8 (445)
Medium high	17.6 (716)	16.7 (720)	45.0 (706)	48.4 (711)
Medium low	15.5 (425)	13.7 (424)	45.4 (412)	51.9 (420)
Low	12.7 (63)	13.1 (61)	44.1 (59)	50.0 (60)
3. Nonverbal reasoning test:				
High	18.5 (915)	18.8 (918)	48.1 (903)	52.3 (911)
Medium high	16.4 (500)	13.8 (499)	49.2 (486)	50.4 (490)
Medium low	15.7 (191)	16.3 (190)	41.3 (184)	46.3 (190)
Low	18.2 (44)	14.0 (43)	31.8 (44)	54.8 (42)
4. Grade average, high school English:				
A	18.2 (446)	18.4 (445)	49.9 (437)	49.0 (441)
B	17.1 (901)	16.4 (901)	47.5 (874)	50.7 (891)
C or less	17.4 (299)	15.7 (300)	41.9 (301)	53.7 (300)
5. Grade average, high school math:				
A	18.5 (248)	19.4 (248)	52.0 (246)	49.0 (247)
B	18.4 (591)	16.6 (595)	51.1 (577)	54.5 (587)
C or less	16.5 (710)	14.6 (710)	41.2 (692)	49.5 (699)
6. Self-rating on "Brightness":				
Above average	20.1 (943)	22.7 (941)	49.0 (923)	52.4 (931)
Average or below	13.7 (693)	8.5 (697)	44.3 (681)	50.1 (690)
7. Number of college courses in math:				
5 or more	23.0 (248)	17.2 (1,475)	58.2 (239)	59.0 (244)
3 or 4	17.1 (974)	14.2 (162)	45.9 (958)	49.5 (969)
1 or 2	15.1 (431)	18.8 (16)	43.6 (422)	50.1 (423)
8. Number of college courses in science:				
7 or more	17.7 (260)	21.5 (260)	53.1 (254)	51.2 (258)
5 or 6	18.0 (679)	14.4 (681)	48.9 (664)	48.8 (674)
3 or 4	16.4 (602)	17.1 (604)	42.8 (594)	54.3 (598)
1 or 2	19.6 (112)	20.4 (108)	45.8 (107)	47.2 (106)
9. Number of college courses in English:				
7 or more	18.2 (696)	21.5 (260)	50.6 (683)	47.7 (684)
5 or 6	16.7 (777)	14.4 (681)	44.1 (766)	53.4 (776)
4 or less	17.8 (180)	17.6 (712)	47.1 (170)	54.5 (176)

4.12 Selected characteristics of future teachers in college in 1965

Table 4.12.1 describes various characteristics of the next generation of teachers, by race and region. It is important in reading the items to remember that the number of Negro future teachers is much greater in the South than in the North, so that the columns for Negro South to a large extent describe the next generation of Negro teachers. On many items the racial difference is much less outside than in the South.

Detailed commentary will not be made, since the items are self-explanatory. However, several summary comments may help point up features of the table:

(1) Negro future teachers in both regions have lower socioeconomic backgrounds than do whites;

(2) Future teachers of both races are products of segregated schooling to a large extent, and this

pattern of segregation is current in their colleges as well as a part of their public school background; though more severe in the South, it is quite pronounced in the North as well. The pattern of segregation applies to their teachers as well as to their classmates. In a word, the Nation's future teachers are interracially inexperienced. Also, very few Negro future teachers—but well over half the Southern whites and about one-third of the Northern whites—believe that students in the public schools should be taught by persons of their own race, and all groups are more likely to believe that whites should be taught by whites than to believe that nonwhites should be taught by nonwhites;

(3) College recruiters affect the racial mix of their colleges by the selection of high schools they choose to visit; Negro colleges, for example, visit high schools that have Negro students in them;

(4) White college students make an earlier decision to attend college, and more of them attend the college they most prefer; also, more of them were encouraged by their teachers to go to college;

(5) Negro future teachers are generally more likely to respond to agree-disagree items so as to suggest that extra-personal impediments are responsible for failure, and this pattern is analogous to that reported for public school students in an earlier part of the report.

Table 4.12.1.—Selected descriptive characteristics and educational experience of college freshmen and senior future teachers; by race and region, Fall 1965

	Freshmen				Seniors				Source*
	South		North		South		North		
	Negro	White	Negro	White	Negro	White	Negro	White	
Percent male	30.7	16.1	19.2	28.8	31.7	33.3	19.6	27.4	(1, 1)
Average age	18.1	17.9	18.4	18	21.9	21.6	22.5	21.6	(2, 2)
Percent lived in large cities	19.9	10.1	51.3	32.1	21.6	10.9	62.8	36.9	(8, 8)
Percent lived in suburbs	11.9	18.6	16.0	29.4	8.2	11	10.5	24.9	(8, 8)
Percent lived in small town or farm community	39.7	45.5	16.8	24.8	40.9	56.1	17.4	21.3	(8, 8)
Percent with white-collar father	18.2	50.3	22.8	45.2	20.0	48.6	21.1	48.8	(24, 24)
Percent whose fathers graduated high school	34.5	68.4	51.0	63.6	31.9	58.9	41.6	57.7	(26, 26)
Percent whose fathers graduated college	7.8	16.2	9.6	12.6	7.3	14.2	4.6	12.8	(26, 26)
Percent whose mothers graduated high school	46.1	77.6	64.5	67.2	44.3	71.2	52.9	62.3	(27, 27)
Percent whose mothers graduated college	10.7	13.1	9.9	5.8	10.9	12.9	8.2	8.6	(27, 27)
Percent high school classmates going to college	44.7	52.8	45.1	51	37.1	42.4	39.5	44.1	(54, 47)
Percent learned to study well in high school	74.7	64.7	68.5	54.5	64.4	47.4	61	54.2	(55, 48)
Percent rating high school good preparation	51.9	58	49.3	57.7	42.4	48.5	53.3	56.2	(56, 49)
Average expected grade point average (highest =4)	3.0	2.6	2.9	3.2	3.4	3.4	3.6	3.6	(59, 52)
Percent reporting all college classmates white	.8	57.0	.8	16.3	1	66.0	3.7	24.4	(66, 60)
Percent reporting less than half college classmates white	98.3	3.4	56.2	6.4	97.6	2.9	47.7	6.3	(66, 60)
Percent reporting all high school classmates white	.6	66.6	.8	37	.6	80.8	2.3	41.9	(67, 61)
Percent reporting all or almost all high school classmates white	2.8	95.4	15.7	76.1	1.4	92.1	18.5	78.7	(67, 61)
Percent reporting less than half high school classmates white	94.2	.9	51.8	3.8	97	1.5	51.7	3.7	(67, 61)
Percent reporting all high school teachers white	2.5	97.5	11.7	68.6	------	------	------	------	(69, 63)
Percent reporting all or almost all high school teachers white	4.4	98.9	33.5	94.8	------	------	------	------	(69, 63)
Percent reporting less than half high school teachers white	92.2	.4	37.9	1.0	------	------	------	------	(69, 63)
Percent reporting all college teachers white	.6	99.5	12.6	82.8	1.6	98.8	40.3	86.5	(70, 64)
Percent reporting less than half college teachers white	99	.2	65.1	2.5	96.4	1.0	44.8	3.2	(70, 64)
Percent reporting no college teachers white	81.3	.2	14.6	.9	82.3	.5	17.8	1.7	(70, 64)

*The first figure refers to the number of the question in the questionnaire booklet for freshman, the second to that for seniors.

Table 4.12.1 (continued)—Selected descriptive characteristics and educational experience of college freshmen and senior future teachers; by race and region, Fall 1965

	Freshmen				Seniors				Source*
	South		North		South		North		
	Negro	White	Negro	White	Negro	White	Negro	White	
Average number of Negro colleges visited high school	6. 1	0. 1	3. 1	0. 7	4. 8	0. 1	2. 3	0. 4	(88, 81)
Percent whose high school was visited by college they are presently attending	55. 8	56. 5	42. 9	45. 6	48. 1	40. 8	24. 4	31. 4	(89, 82)
Percent whose college invited high school to visit	50. 3	52. 8	54. 0	52. 0	------	------	------	------	(90,)
Percent decided to attend college before 7th grade	54. 9	71. 8	54. 2	57. 5	51. 7	59. 5	53. 6	49. 8	(91, 83)
Percent decided on college after 11th grade	26. 5	6. 0	15. 6	9. 8	24. 6	18. 7	26. 8	19. 1	(91, 83)
Percent decided on present college before 7th grade	10. 3	6. 2	6. 5	5. 5	12. 8	6. 7	3. 9	4. 3	(92, 84)
Percent decided on present college after 11th grade	64. 1	61. 7	73. 4	65. 2	73. 8	76. 4	81. 7	77. 3	(92, 84)
Percent in most desired college	58. 5	64. 4	50. 5	64. 3	43. 5	61. 4	34. 4	52. 9	(93, 85)
Percent who find writing very difficult	17. 6	23. 6	19. 1	16. 5	12. 2	12	9. 9	9. 2	(95, 87)
Percent whose teachers encouraged college	84. 9	92. 4	78. 5	86. 7	74. 7	73. 4	63. 6	74. 2	(98, 89)
Percent agree: "Good luck is more important than hard work for sucess"	6. 9	1. 6	2. 4	0. 6	7. 7	1. 9	3. 1	2. 1	(100, 102)
Percent agree: "Every time I try to get ahead something or somebody stops me"	16. 9	5. 1	12. 4	5. 2	15. 8	4. 0	11. 1	2. 4	(100, 102)
Percent agree: "If a person is not successful in life, it is his own fault"	32. 6	26. 9	38. 7	32. 3	34. 7	28. 3	46. 4	30. 5	(100, 102)
Percent agree: "People who accept their condition in life are happier than those who try to change things"	46. 8	31. 6	30. 3	26. 6	36. 0	25. 5	14. 5	21. 5	(100, 102)
Percent agree: "I would make any sacrifice to get ahead in the world"	47. 5	12. 2	35. 0	12. 3	41. 7	9. 9	22. 7	10. 4	(100, 102)
Percent agree: "People like me don't have a very good chance to be successful in life"	6. 1	0. 9	3. 7	1. 0	4. 5	1. 1	4. 4	1. 4	(100, 102)
Percent agree: "If I could change, I would be someone different from myself"	15. 1	7. 6	14. 4	12. 1	13. 3	8. 1	10. 9	10. 3	(100, 102)
Percent planning to teach in elementary grades	30. 5	40. 9	53. 9	47. 9	37. 4	34. 5	64. 2	56. 7	(111, 113)
Percent undecided what level to teach	15. 5	3	5. 1	5. 1	3. 9	1. 9	5. 3	4. 8	(111, 113)
Percent believing nonwhite school should have nonwhite faculty	9. 3	55. 2	7. 2	28. 7	10. 7	57. 3	7. 6	27. 2	(112, 118)
Percent believing white school should have white faculty	17. 0	83. 2	13. 6	45. 5	18. 0	81. 9	10. 5	38. 1	(114, 120)

*The first figure refers to the number of the question in the questionnaire booklet for freshman, the second to that for seniors.

5.0 Higher Education

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5.0 Higher Education

5.1 General description of data

The basic question of this section is whether important characteristics of colleges vary by the racial composition of the student body. Or, more specifically, do Negro students attend colleges that are different from those attended by white with respect to characteristics presumably related to the quality of Education.

The South's segregated system of higher education has made comparisons between Negro colleges and white colleges possible for some time in those States. We know that faculties in these colleges receive lower pay, that laboratories are less well equipped, that fewer faculty members hold the earned doctorate, that teaching loads are heavier, and that library holdings may be meager. But it has not heretofore been possible to offer similar descriptions of the higher education of Negroes outside the South, since information on the racial composition of student bodies has not been available. However, the Opening Fall Enrollment Survey in 1965 secured estimates of the racial composition of first-time students and of degree-seeking students from 92 percent of all institutions of higher learning in the Nation. (Estimates for an additional 60 institutions were secured through the courtesy of Howard J. McGrath, who had obtained information while preparing his monograph, *The Predominantly Negro College in Transition* (New York: Teachers College, Columbia University, 1965).) Respondents, usually college registrars, were asked to "give your best estimate of the number (separately of all students and of all first-time students) who are (a) Negro and (b) other nonwhite." Two States, New York and California, account for approximately half of the nonrespondents. Thus, we are able to ask, for the Nation rather than only the South: Do Negroes attend colleges and universities with facilities and resources comparable to those attended by whites? What are the resources that go into the education of Negroes compared to those committed to the education of whites?

The distribution of racial components of total college enrollment over geographical regions is shown in tables 5.1.1 through 5.1.3.

The measures by which colleges of varying racial composition are compared were secured from existing records, principally those from the regular surveys of the Higher Education Branch of the Office of Education; no new data were secured specifically for this study. In all instances the most recent available data are used. The measures represent the range of available records; they, and their intended purpose, are as follows:

1. *Student-faculty ratio.*—This is intended to assess teaching load. The larger the number of students per faculty member, the greater should be the number of hours spent in the classroom by the typical faculty member and, correspondingly, the lesser should be the time available to the faculty for scholarly research and writing. Both students and faculty are reported in full-time equivalents. The data are from fall 1963.
2. *Percent of faculty with earned doctorate.*—This is a direct measure of the degree of formal training received by the faculty. The data are for 1963.
3. *Percent of students from within the State.*—This pertains to the drawing power and radius of reputation of the institution. We would expect the student body to be less cosmopolitan, less diverse in experiences and interests, when a large percentage is drawn from the immediate vicinity. Data were secured in 1963.
4. *Faculty salary mean, by rank and overall.*—We regard this as reflecting the competitive position of the institution in the task of staff recruitment. Under open-market conditions, the more highly qualified professors locate where the financial

compensations are greatest. Salaries are reported as of fall 1963.

5. *Expenditures per students.*—This value reflects the investment that the institution makes in the education of its students. It is assumed that the quality of education offered the students is higher where the expenditures are higher. Expenditures are reported for the 1964 academic year.
6. *Room cost.*—One issue in higher education is the economic availability of higher education. Does it cost Negroes more, or less, than it costs whites to attend college? The present measure is fallible, since it has no meaning for community students, but in general it gives us some indication of comparable costs as of 1964.
7. *Phi Beta Kappa chapter.*—Colleges and universities must meet certain standards of excellence before the Nation's oldest and most distinguished scholastic honorary society will establish chapters on their campuses. Thus, the presence of PBK chapter offers an independent measure of the quality of the institution. Information was supplied by the national headquarters of Phi Beta Kappa and is correct as of fall 1965.
8. *American Association of University Professors chapter.*—The AAUP is intended to represent and encourage the professional interests of university professors. It concerns itself with academic freedom, salaries, and other working conditions. Faculties on campuses having AAUP chapters may be presumed, on the average, to be better organized, more concerned with professional conditions and development, and better able to secure representation of faculty interests in the administrative decisions of the institution. AAUP headquarters supplied up-to-date information as of fall 1965.
9. *Tuition and fees.*—We are concerned here, as with room costs, with the extent to which a college education is within economic reach of all high school graduates. This information gives us another indication of whether Negroes pay as much, more, or less than whites to receive a college education. The year represented is 1964.
10. *Library resources.*—This information is assumed to reflect a major dimension of the educational facilities of the institution. The number of library volumes is itself a measure of educational resources, since it suggests the range of published information to which students have access, and is probably the most directly relevant of our several measures pertaining to libraries. The other measures should be considered as indicators of effort i.e., of how much the institution is investing currently proportional to its size and resources; these measures include expenditures per faculty, expenditures per student, and library expenditures as a proportion of total educational and general expenditures. It will be well to remember that a given institution or type may look good on these measures because of a current crash program of library development to compensate for past inadequacies. Data were obtained during the 1963–64 academic year.
11. *Size of student body.*—Inferences concerning the relevance of size to quality of educational opportunity are extremely hazardous under any circumstance. Extremely small campuses may not produce diversity in program or range of outlook among either faculty or students, yet the fear is often expressed that on extremely large campuses an impersonality in student-student and student-faculty relations may be detrimental to the educational interests of some types of students. These data are reported solely for descriptive purposes, and are for the year 1965–66.
12. *Freshman/senior ratio.*—This value is determined for each institution by dividing the number of baccalaureate degrees awarded in spring 1964 by the number of first-time students in fall 1960. It is, thus, a gross effort to measure an institution's ability to hold its students and move them through its requirements to a successful termination. The measure is contaminated by differential transfer rates and influx of students from junior colleges, and should be used cautiously.
13. *Freshman/student body ratio.*—This measure has the same purpose as the prior one.

Table 5.1.1.—Estimated number of college students by race and region, fall, 1965 [1]

	New England	Mid-East	Great Lakes	Plains	South	Southwest	Rocky Mountains	Far West	Total
White	313, 514	781, 112	821, 999	375, 043	778, 472	434, 005	175, 800	552, 153	4, 232, 098
Negro	2, 216	30, 226	30, 870	8, 500	101, 648	20, 620	1, 605	11, 631	207, 316
Other nonwhite	1, 538	6, 542	10, 822	2, 885	4, 996	7, 012	1, 968	16, 092	51, 855
Total	317, 268	817, 880	863, 691	386, 428	885, 116	461, 637	179, 373	579, 876	4, 491, 269

[1] Based on reports received on 2,013 institutions from among a total of 2,183.

Table 5.1.2.—Distribution of college students by race within region, fall, 1965

[In percentages [1]]

	New England	Mid-East	Great Lakes	Plains	South	Southwest	Rocky Mountains	Far West
White	98. 82	95. 50	95. 17	97. 05	87. 95	94. 01	98. 01	95. 22
Negro	. 69	3. 70	3. 57	2. 20	11. 48	4. 47	. 89	2. 00
Other nonwhite	. 48	. 80	1. 25	. 75	. 56	1. 52	1. 10	2. 78
Total	99. 99	100. 00	99. 99	100. 00	99. 99	100. 00	100. 00	100. 00

[1] Based on reports received on 2,013 institutions from among a total of 2,183.

Table 5.1.3.—Distribution of college students by race across region, fall, 1965

[In percentages [1]]

	New England	Mid-East	Great Lakes	Plains	South	Southwest	Rocky Mountains	Far West	Total
White	7. 41	18. 46	19. 42	8. 86	18. 39	10. 26	4. 15	13. 05	100. 00
Negro	1. 07	14. 58	14. 89	4. 10	49. 03	9. 95	. 77	5. 61	100. 00
Other nonwhite	2. 97	12. 62	20. 87	5. 56	9. 63	13. 52	3. 80	31. 03	100. 00

[1] Based on reports on 2,013 institutions from among a total of 2,183.

Except for new campuses, when freshmen constitute a large proportion of the student body it would seem that the institution does a poor job of holding its students. Data are for fall 1965.

5.2 Tabular presentation of data

The data that have been accumulated on the various characteristics described above are here presented in 38 tables (5.2.1 to 5.2.38) with brief discussions of the more significant indications of the data.

First we describe the general layout of the tables. Let us consider only the upper half of each table, since the lower half repeats the analysis by substituting "Other nonwhites" for "Negroes," The upper half in turn is divided into two parts, designated by the headings: "Negroes as percent of all students in designated quarter" and "Negroes in designated quarter—percent of all Negro students." There are different ways of looking at the same data. If we think of the total table as divided into four sets of columns, then the first and third sets address themselves to this question: With institutions rank-ordered and divided into quarters on the given characteristics, what percent of the student population is Negro (or other nonwhite) in each quarter? The second and fourth sets use the same quartile breaks but ask a different question: Taking all Negro (or other nonwhite) college students in the given region, how are they distributed across the rank-ordered quarters on the specified characteristics? For example, in a given quarter a given value (let us say 10 percent in the second quarter) appearing in the first set would be read as follows: Negroes are 10 percent of the student bodies in institutions that rank in the second quarter on the indicated characteristic. The same value appearing in the same position in the second set would be read thus: 10 percent of all Negroes in the specified region and type of institution attend schools that rank in the second quarter of the indicated characteristic.

In other words, the numerator is the same in both sets: The number of Negro college students enrolled in colleges in a given quarter, but the denominator differs—In the first set it is the total number of students in the region and in the second set it is the total number of Negro (or other nonwhite) students in the region.

The quartile values were developed separately for each region, for each measure, and for each type of institution (public or private). The regions were merged only to develop quartile values for the last three lines of each table, and public and private institutions were merged only to develop quartile values for the table's last line. The number of institutions represented in the computations appears near the left side of each table, and the characteristic with which the table deals is indicated at the top of the table.

It may be helpful if we read table 5.2.1 ("Size of student body") in some detail concentrating on public institutions in the North Atlantic region (the first row). There are 115 such colleges and universities. They were rank-ordered on size of student body and divided into quarters such that the smallest institutions make up the first quarter and the largest comprise the fourth quarter. The figures entered in the four columns are read as follows: 7.72 percent of the students are Negro in institutions that rank in the lowest quarter on size among public colleges and universities in the North Atlantic region: among those that rank in the second quarter the figure is 16.17 percent, and among those in the third quarter on size 1.75 percent are Negro, whereas Negroes constitute 2.19 percent of the student body in the region's largest public institutions. We may get comparable figures for any other region. We would read the second set of columns (still for public institutions in the North Atlantic) somewhat differently: Of all Negro students attending public institutions 7.10 percent attend the smallest among these colleges, 34.89 percent attend those ranked in the second (next to lowest) quarter on size, 9.31 percent those in the third quarter, and 48.70 percent of all public college Negro students are in the largest institutions in the region. If Negroes were in the same size schools as whites, then the numbers for each quarter should be identical. A higher number in a given quarter reveals that there is a concentration of Negro students in colleges in that quarter.

Our discussion will deal only with Negro students. The lower half of each table, which deals with other nonwhite students, can be interpreted similarly on inspection.

The reader will note that there are two tables for each variable, differing in that the first one in each pair is based on Regional Quartile Norms and the second one on National Quartile Norms. Except on occasional instances the text will be concerned with the first (Regional Quartile Norms) table in each pair, leaving it to the interested reader to inspect the latter one. However, a word should be said about the meaning of the numbers. As we have explained, in the table on Regional Quartile Norms the schools in each region have been rank ordered and divided into quarters independent of the schools in any other region; thus, a Southern college in the fourth quartile on size is among the largest institutions in the South. But in the table on National Quartile Norms all the Nation's colleges are rank ordered and quartile values determined; therefore, any college in the South ranked in the fourth quarter is among the top 25 percent in size among the Nation's colleges and universities. Illustratively, we would read the values on size of student body for public institutions in the South as follows: 48.15 percent of the students are Negro in the quarter of colleges smallest in size; 9.99 percent are Negro in those falling into the second quarter, 19.42 percent in those in the third quarter, whereas among the Nation's largest colleges, 9.38 percent of the students are Negro. Moving into the second set of columns, we observe (again in the South) that, considering all Negro students in the South, 1.97 percent of them attend colleges that rank among the Nation's smallest, 2.29 percent attend colleges ranked in the second quarter of the Nation on size, 20.67 percent are in the third, and 75.06 percent are in colleges that rank in the top quarter in the Nation on size.

Size of student body (tables 5.2.1 and 5.2.2)

Public institutions.—Negro students tend not to concentrate in either the largest or the smallest institutions in any region in the Nation. Thus, for all public institutions they constitute only 3.28 percent of the student bodies in institutions ranking in the top quarter in size, but 11.43 percent in those ranking in the second quarter. Especially in the South and Southwest regions are they underrepresented in the upper quarter; and, by contrast, Negro students in the Great Lakes and Plains States are uniquely likely to attend the region's largest institutions.

But the average Negro college student is educated in an institution ranking in the highest

Table 5.2.1.—Variable name: Size of student body, U.S. colleges, regional quartile[1] norms 1965–1966

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	115	7. 72	16. 17	1. 75	2. 19	7. 10	34. 89	9. 31	48. 70
Great Lakes and Plains	193	. 96	2. 80	6. 15	3. 36	. 36	3. 53	29. 00	67. 11
South	178	15. 89	19. 81	19. 26	6. 07	6. 11	18. 83	38. 67	36. 39
Southwest	88	2. 16	7. 09	12. 91	1. 87	1. 50	12. 17	54. 45	31. 88
Rocky Mountains and Far West	144	1. 25	1. 20	2. 80	1. 78	1. 97	6. 22	32. 37	59. 44
Private institutions:									
North Atlantic	457	2. 38	1. 34	1. 96	2. 85	1. 38	3. 36	11. 98	83. 29
Great Lakes and Plains	416	1. 50	2. 71	1. 52	2. 21	2. 19	13. 01	14. 47	70. 33
South	283	15. 58	22. 07	21. 66	7. 72	6. 50	23. 52	36. 84	33. 14
Southwest	62	10. 72	23. 69	8. 26	. 92	8. 46	48. 95	32. 09	10. 50
Rocky Mountains and Far West	137	1. 54	. 95	1. 11	1. 12	3. 31	6. 98	19. 30	70. 41
All public institutions	718	5. 21	11. 43	8. 40	3. 28	2. 64	17. 81	32. 78	46. 77
All private institutions	1, 355	4. 45	8. 37	6. 99	2. 76	2. 87	18. 63	30. 89	47. 61
All institutions	2, 073	6. 51	7. 52	6. 42	3. 94	2. 96	11. 28	20. 74	65. 02

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	115	0. 21	0. 59	0. 22	0. 55	1. 32	8. 60	7. 97	82. 11
Great Lakes and Plains	193	. 89	. 57	. 60	1. 43	1. 01	2. 20	8. 78	88. 00
South	178	. 08	. 50	. 14	. 64	. 67	10. 20	5. 97	83. 16
Southwest	88	3. 98	1. 19	2. 62	1. 16	7. 79	5. 76	31. 02	55. 44
Rocky Mountains and Far West	144	2. 33	1. 89	2. 39	1. 98	3. 44	9. 16	25. 72	61. 68
Private institutions:									
North Atlantic	457	1. 54	1. 57	. 83	. 77	2. 75	12. 13	15. 69	69. 42
Great Lakes and Plains	416	. 84	1. 00	. 76	. 89	2. 94	11. 56	17. 46	68. 03
South	283	1. 64	1. 80	. 56	. 44	12. 56	35. 13	17. 35	34. 96
Southwest	62	. 99	3. 17	1. 32	1. 42	2. 74	22. 92	17. 88	56. 45
Rocky Mountains and Far West	137	6. 69	4. 40	6. 16	2. 43	4. 71	10. 55	34. 80	49. 94
All public institutions	718	1. 04	1. 08	. 80	1. 28	2. 22	7. 15	13. 18	77. 44
All private institutions	1, 355	1. 86	1. 78	1. 28	. 98	4. 30	14. 24	20. 40	61. 06
All institutions	2, 073	1. 78	1. 32	1. 05	1. 14	3. 24	7. 90	13. 62	75. 24

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[1] From smallest to largest: 1st quarter=smallest institutions.

two quarters on size, and in the Great Lakes and Plains two in every three attend colleges in the largest quarter. For the Nation, 46.77 percent attend the largest institutions and 2.64 percent are in the smallest group. Negroes in the South and Southwest are least likely to attend the large institutions. In the Great Lakes and Plains, and Rocky Mountains and Far West, more than 9 of every 10 Negro students attend institutions ranked in the largest quarter for the Nation.

Table 5.2.2.—Variable name: Size of student body, U.S. colleges, national quartile [1] norms

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	115	1. 25	14. 97	9. 38	2. 08	0. 21	21. 09	23. 68	55. 02
Great Lakes and Plains	193	. 38	1. 83	6. 81	3. 76	. 08	1. 57	7. 77	90. 58
South	178	48. 15	9. 99	19. 42	9. 38	1. 97	2. 29	20. 67	75. 06
Southwest	88	2. 81	2. 19	6. 39	4. 08	. 28	1. 06	12. 41	86. 25
Rocky Mountains and Far West	144	1. 37	1. 43	1. 03	2. 02	. 35	1. 54	3. 80	94. 31
Private institutions:									
North Atlantic	457	1. 82	2. 23	1. 27	3. 08	2. 43	7. 54	9. 72	80. 32
Great Lakes and Plains	416	1. 59	2. 23	1. 45	2. 55	3. 80	14. 95	22. 03	59. 23
South	283	18. 97	18. 45	15. 33	6. 21	9. 73	36. 86	37. 92	15. 48
Southwest	62	11. 87	19. 62	6. 57	. 97	8. 29	49. 20	32. 96	9. 54
Rocky Mountains and Far West	137	1. 22	1. 05	1. 09	1. 12	5. 28	9. 78	27. 42	57. 53

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	115	0. 13	0. 24	0. 53	0. 50	0. 15	2. 30	8. 99	88. 56
Great Lakes and Plains	193	. 32	. 84	. 45	1. 29	. 21	2. 23	1. 57	95. 98
South	178	. 04	. 10	. 45	. 52	. 03	. 51	10. 33	89. 12
Southwest	88	3. 06	4. 94	1. 39	1. 43	. 87	6. 71	7. 59	84. 83
Rocky Mountains and Far West	144	1. 27	2. 83	2. 36	2. 04	. 30	2. 84	8. 12	88. 74
Private institutions:									
North Atlantic	457	2. 60	. 86	. 68	. 80	10. 72	8. 95	15. 99	64. 34
Great Lakes and Plains	416	. 93	. 91	. 66	1. 00	5. 33	14. 60	24. 17	55. 90
South	283	1. 49	1. 20	. 39	. 54	14. 00	43. 80	17. 51	24. 69
Southwest	62	1. 00	2. 74	1. 18	1. 53	2. 45	24. 04	20. 70	52. 82
Rocky Mountains and Far West	137	4. 77	4. 39	4. 97	2. 35	6. 75	13. 28	40. 66	39. 31

[1] From smallest to largest: 1st quarter=smallest institutions.

Private institutions.—Regional differences are somewhat more pronounced in private than in public institutions. In the Southwest region a majority of all Negro students attending private institutions are in the smaller ones (first and second quarters), whereas in the Rocky Mountains and Far West and in the Great Lakes and Plains, over 70 percent attend colleges in the largest quartile in size. But comparing all public with all private institutions, no differences of any magnitude are apparent. And, whereas Negroes form a larger proportion of the student body in the largest than in the smallest private institutions in the North Atlantic, they form twice as large a proportion of the student bodies in the smallest compared to the largest institutions in the South, and over 10 times as great a proportion in a similar comparison in the Southwest.

For all colleges and universities in the Nation, it may be said that approximately two-thirds of all Negro students attend colleges ranked in the largest quarter in size but that Negro students constitute a smaller proportion of the student bodies in the largest institutions than in the smaller ones.

Percent student body within States (tables 5.2.3 and 5.2.4)

Public institutions.—Negro students generally tend to attend colleges that draw relatively few students from out of State. Except in the Southwest, the proportion of students who are Negro is least in the institutions in the upper quartile on proportion of students coming from out of State. The absence of a cosmopolitan quality is especially apparent in the Great Lakes and Plains and in the South. There is a general tendency for a smaller proportion of Negro students to appear in colleges ranked in the upper quartile on this measure.

However, for all public institutions in the Nation, more than half of the Negro students are enrolled in institutions ranked above the median in their capacity to attract students from out of State. The South and Southwest exceed other regions in the proportion of their Negro students whose colleges have high proportions of out-of-State students; this probably reflects the fact that a number of Negro students come from out of region to be educated in all-Negro institutions of higher learning in the South.

Private institutions.—Regional variation is perhaps more substantial in the private than in public institutions. The Great Lakes and Plains, and Rocky Mountains and Far West, have pronounced tendencies for their Negro students to attend colleges with relatively few out-of-State students. On the other hand, Negroes constitute a larger proportion of the student body in the highest quartile in the North Atlantic region. For all private institutions, there is very little difference between the quarters in the percent of student body that is Negro, except that institutions in the upper quarter on out-of-State students have a somewhat higher proportion of Negro students. Looking at all institutions it is quite apparent that over two-thirds of all the Nation's Negro students attend colleges that rank below the median on this measure of the cosmopolitan flavor of campus life.

Percent students pursuing degree (tables 5.2.5 and 5.2.6)

This measure should reflect the degree of success the institution has in moving its students through to graduation. It is developed by dividing the number of freshmen, fall 1960, into the number of baccalaureate degrees awarded spring 1964, and includes only senior colleges. The measure would be contaminated by any large influx of transfer students, such as may occur in areas with a well developed junior college system, and so the index value may exceed 1.00 (i.e., there are more seniors graduating than freshmen entering). But, unless the influx of transfers is somehow, and strongly, related to the racial composition of the student body, the conclusions given here would not be invalidated.

Public institutions.—In all regions except the Rocky Mountains and Far West region there is a heavy concentration of Negro students in those colleges that do the poorest job of graduating their students, i.e., that rank in the lowest quarter of the senior/freshmen ratio; and in the Rocky Mountains-Far West, nearly three-fourths of all Negro students are in colleges ranked in the next to bottom quartile. In three of the five regions—North Atlantic, Great Lakes and Plains, and Southwest, over half of all Negro students are in lowest quarter institutions, and nearly half are so in the South. Only in the North Atlantic do as many as one-fourth of the Negroes attend upper colleges. Perhaps the South can be taken as illustrative of this national feature; here, 24 percent of the student body is Negro in institutions that perform poorest in their efforts to

Table 5.2.3.—Variable name: Percent student body from within State, U.S. colleges, regional quartile[1] norms 1963

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	100	2. 52	4. 52	4. 91	1. 91	21. 68	37. 48	23. 22	17. 62
Great Lakes and Plains	178	9. 57	7. 07	2. 36	2. 24	17. 73	35. 50	20. 04	26. 72
South	155	26. 27	11. 32	15. 54	4. 74	27. 24	18. 23	36. 29	18. 23
Southwest	83	1. 82	7. 53	5. 86	2. 07	5. 83	33. 53	43. 22	17. 43
Rocky Mountains and Far West	127	2. 21	2. 06	1. 86	. 95	27. 00	32. 74	22. 73	17. 54
Private institutions:									
North Atlantic	420	1. 43	1. 51	1. 49	7. 85	15. 86	18. 55	11. 65	53. 94
Great Lakes and Plains	390	3. 03	1. 85	1. 31	2. 15	40. 58	27. 49	14. 99	16. 94
South	270	15. 99	10. 49	18. 35	7. 87	28. 16	23. 27	36. 84	11. 74
Southwest	59	1. 08	14. 38	3. 65	. 49	3. 81	67. 17	27. 98	1. 04
Rocky Mountains and Far West	132	1. 02	1. 52	. 89	. 99	30. 80	30. 22	14. 32	24. 67
All public institutions	643	6. 62	5. 37	6. 73	2. 80	24. 87	18. 95	34. 76	21. 42
All private institutions	1, 271	3. 90	3. 79	3. 76	5. 35	27. 31	27. 52	22. 01	23. 16
All institutions	1, 914	5. 52	4. 67	3. 16	5. 60	34. 08	35. 10	17. 38	13. 44

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	100	0. 24	0. 58	0. 48	0. 63	13. 78	32. 08	15. 12	39. 02
Great Lakes and Plains	178	. 19	3. 45	. 37	1. 09	1. 04	51. 27	9. 33	38. 35
South	155	. 07	. 32	. 43	. 80	1. 48	11. 16	21. 33	66. 02
Southwest	83	3. 21	. 83	. 61	1. 99	29. 05	10. 54	12. 74	47. 68
Rocky Mountains and Far West	127	1. 91	2. 47	1. 38	1. 88	20. 42	34. 41	14. 81	30. 35
Private institutions:									
North Atlantic	420	. 52	. 68	. 95	1. 50	18. 18	26. 20	23. 27	32. 36
Great Lakes and Plains	390	. 57	1. 18	. 88	. 86	18. 10	41. 76	24. 04	16. 09
South	270	. 20	. 88	. 68	1. 22	6. 32	35. 65	24. 84	33. 19
Southwest	59	1. 77	1. 47	1. 76	. 91	21. 83	23. 99	47. 39	6. 78
Rocky Mountains and Far West	132	3. 35	3. 34	4. 88	2. 47	32. 85	21. 64	25. 49	20. 02
All public institutions	643	1. 77	1. 14	. 60	1. 22	28. 81	17. 41	13. 41	40. 37
All private institutions	1, 271	. 94	1. 28	1. 03	1. 34	23. 74	33. 49	21. 78	21. 00
All institutions	1, 914	1. 22	1. 06	1. 12	1. 27	3. 42	32. 20	25. 03	12. 35

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[1] From most to fewest: 1st quarter=highest percent of within State students.

Table 5.2.4.—Variable name: Percent student body from within State, U.S. colleges, national quartile[1] norms 1963

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	100	0.20	4.57	1.95	3.61	0.08	12.98	15.17	71.77
Great Lakes and Plains	178	70.98	.76	2.94	5.83	7.53	5.13	32.60	54.74
South	155	.16	6.09	11.86	15.54	.02	11.71	54.69	33.57
Southwest	83	0.00	1.54	2.90	6.58	0	7.92	22.27	69.81
Rocky Mountains and Far West	127	.35	1.06	1.07	2.30	.05	11.71	18.33	69.90
Private institutions:									
North Atlantic	420	5.77	1.31	1.87	0.80	58.81	15.94	22.07	3.18
Great Lakes and Plains	390	1.85	1.69	2.15	4.49	25.10	30.53	24.89	19.48
South	270	12.99	12.49	15.58	11.90	32.61	32.88	28.48	6.03
Southwest	59	.43	3.28	8.05	.82	.79	14.84	83.35	1.02
Rocky Mountains and Far West	132	1.01	.95	1.26	1.44	24.30	28.16	44.74	2.80

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	100	0.14	0.30	0.72	0.43	0.36	5.71	37.12	56.81
Great Lakes and Plains	178	1.71	.69	.99	1.92	.54	13.77	32.51	53.18
South	155	.99	.94	.53	.14	2.93	38.64	52.03	6.40
Southwest	83	1.25	1.32	1.75	1.42	.09	19.21	38.05	42.65
Rocky Mountains and Far West	127	4.85	1.40	1.83	2.18	.66	13.47	27.65	58.23
Private institutions:									
North Atlantic	420	1.35	.90	.55	.18	43.14	34.38	20.28	2.19
Great Lakes and Plains	390	.90	1.08	.81	.18	29.12	46.70	22.34	1.84
South	270	1.12	.82	.25	.13	51.07	39.35	8.35	1.23
Southwest	59	.72	2.09	1.43	2.31	4.62	33.23	52.09	10.06
Rocky Mountains and Far West	132	2.49	3.86	3.67	1.49	19.44	37.12	42.50	.95

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[1] From most to fewest: 1st quarter=highest percent of within State students.

Table 5.2.5.—Variable name: Percent students pursuing degree, U.S. colleges, regional quartile[1] norms, fall 1965

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	69	7.29	0.55	0.93	3.67	58.27	2.83	9.54	29.36
Great Lakes and Plains	69	5.68	1.17	1.29	1.59	54.39	12.96	13.85	18.79
South	100	24.20	8.11	8.71	8.05	46.85	17.17	16.82	19.15
Southwest	40	20.59	2.22	2.93	0.98	60.86	14.54	18.39	6.21
Rocky Mountains and Far West	36	0.37	1.64	.41	.32	4.49	72.35	12.66	10.50
Private institutions:									
North Atlantic	280	7.79	1.98	1.33	1.09	59.40	16.16	12.20	12.24
Great Lakes and Plains	290	2.70	2.35	1.49	2.06	23.78	27.04	20.70	28.48
South	177	23.48	11.20	10.47	13.74	31.18	23.42	20.13	25.27
Southwest	43	17.99	4.98	7.02	2.42	41.13	16.05	24.84	17.98
Rocky Mountains and Far West	94	1.18	.89	1.16	1.21	9.76	24.89	24.31	41.04
All public institutions	314	11.93	3.95	4.10	2.11	47.24	22.70	17.39	12.67
All private institutions	884	8.57	3.93	2.97	2.81	35.99	22.86	19.92	21.23
All institutions	1,198	11.12	4.00	3.37	2.51	41.36	24.36	18.29	15.98

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	69	0.55	0.24	0.51	0.49	29.73	8.22	35.36	26.68
Great Lakes and Plains	69	.79	1.10	.66	.33	24.52	39.73	22.93	12.82
South	100	.68	.33	.70	.66	26.70	14.16	27.33	31.81
Southwest	40	.79	1.87	2.07	.98	6.93	36.29	38.46	18.33
Rocky Mountains and Far West	36	1.55	2.31	.99	.36	11.50	62.60	18.66	7.24
Private institutions:									
North Atlantic	280	1.22	.52	.71	.77	32.38	14.82	22.67	30.13
Great Lakes and Plains	290	.73	1.18	.71	.90	15.17	32.01	23.37	29.45
South	177	2.03	.28	.43	.61	51.45	11.38	15.82	21.35
Southwest	43	1.03	1.28	1.32	1.41	10.85	19.09	21.61	48.44
Rocky Mountains and Far West	94	9.38	2.40	2.91	2.82	25.78	22.33	20.18	31.71
All public institutions	314	.79	1.35	.61	.56	18.62	46.00	15.28	20.09
All private institutions	884	1.76	.89	.95	1.03	27.68	19.33	23.91	29.08
All institutions	1,198	1.22	1.14	.83	.72	22.15	33.80	21.77	22.28

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[1] From smallest to largest: 1st quarter=lowest percent pursuing degree.

Table 5.2.6.—Variable name: Percent student pursuing degree, U.S. college, national quartile [1] norms, fall 1965

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	69	8. 58	4. 86	1. 13	2. 13	29. 31	30. 05	6. 54	34. 1
Great Lakes and Plains	69	4. 48	2. 71	1. 26	1. 68	28. 43	38. 93	15. 49	17. 1
South	100	21. 27	8. 46	11. 07	5. 66	47. 24	22. 47	21. 62	8. 6
Southwest	40	15. 50	2. 28	3. 13	. 82	61. 51	20. 05	14. 55	3. 8
Rocky Mountains and Far West	36	. 37	1. 83	. 46	. 31	4. 49	67. 41	19. 17	8. 93
Private institutions:									
North Atlantic	280	9. 52	1. 70	2. 05	1. 06	56. 19	8. 03	18. 20	17. 57
Great Lakes and Plains	290	2. 41	2. 30	1. 32	2. 23	25. 46	33. 58	14. 92	26. 05
South	177	23. 48	11. 34	9. 41	15. 36	31. 18	23. 37	20. 24	25. 2
Southwest	43	16. 66	5. 65	2. 58	4. 85	41. 43	31. 07	15. 50	11. 99
Rocky Mountains and Far West	94	1. 32	. 84	1. 25	1. 22	14. 33	26. 94	17. 81	40. 92

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	69	0. 53	0. 44	0. 24	0. 56	12. 08	18. 40	9. 20	60. 32
Great Lakes and Plains	69	. 88	. 99	. 60	. 36	18. 04	46. 20	23. 85	11. 90
South	100	. 66	. 53	. 54	. 66	29. 59	28. 66	21. 26	20. 50
Southwest	40	1. 03	2. 44	1. 64	. 14	12. 10	63. 30	22. 58	2. 02
Rocky Mountains and Far West	36	1. 55	2. 49	1. 07	. 27	11. 50	56. 25	27. 45	4. 81
Private institutions:									
North Atlantic	280	1. 42	. 40	. 54	. 82	29. 16	6. 59	16. 83	47. 42
Great Lakes and Plains	290	. 68	. 98	. 85	. 97	16. 90	33. 83	22. 49	26. 79
South	177	2. 03	. 29	. 40	. 66	51. 45	11. 38	16. 46	20. 71
Southwest	43	1. 35	1. 21	1. 52	. 98	15. 58	30. 75	42. 41	11. 26
Rocky Mountains and Far West	94	8. 42	1. 90	3. 72	2. 84	30. 36	20. 33	17. 64	31. 67

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[1] From highest to lowest: 1st quarter=largest percent freshmen in student body.

produce college-trained citizens, but in institutions that perform best in this regard only 8 percent of the students are Negro.

Private institutions.—The relation of race to normal progress toward degree is not nearly so pronounced in private institutions, but it is present. Although in three of the regions more than a fourth of all Negro students attend upper quartile schools, there are also three regions in which more than one-fourth attend lower quartile institutions. And, it is apparent from the table that, except in the Rocky Mountains and Far West region Negroes constitute a larger percent of the student body in lower quarter schools that in any other.

Looking at all public institutions in the Nation, approximately 7 in every 10 Negro students attend institutions that are below median in this regard, and nearly half are enrolled in institutions of the lowest quarter. And the odds are roughly five times as great that a student is Negro in a lower compared to an upper quartile school (11.93 percent in the lowest quarter to 2.11 percent in the highest). For all private institutions, analogous figures are 6 in every 10, over one-third, and odds of more than three to one. Finally, considering all degree-granting institutions in the Nation, 66 percent of the Nation's Negro students attend colleges that do not do as well as the average in moving their students through to graduation; and whereas 11–12 percent of the students are Negro in poorest quarter schools (by this measure), only 2.51 percent are Negro in schools ranking in the top quarter.

Percent freshmen are of student body (tables 5.2.7 and 5.2.8)

As with the prior measure, freshmen as a percent of the student body should reflect the holding power of the institution, its success in keeping students in school and moving them along toward degree completion. The measure is fallible, as when unusually rapid expansion or the creation of a new college with only underclassmen enrolled inflate it to an unreasonable level; but unless racial composition is somehow strongly related to the inflation element, this fallibility should not challenge the conclusions we draw.

Public institutions.—It is apparent that there is a unique situation in the South regarding this characteristic. Negroes constitute more than nine times as large a proportion of the student bodies in schools in the lowest quarter as in the highest. And nearly two-thirds of all Negro students in the region are in colleges that rank below the median in the freshman-to-student-body ratio. But in each of the other regions, there is at least some slight tendency for Negroes to be above the median in this regard. When all public institutions are considered together, slightly more than half of all Negroes are in institutions that perform below the average, and Negroes consititute a substantially larger proportion of the student bodies when the institution performs poorly; but it should be remembered that this poor national showing simply reflects the weight of the Southern region.

Private institutions.—Overall, the picture is relatively less favorable in private than in public institutions. Negroes concentrate in institutions with poor performance on this measure in both the South and the Southwest, and in none of the remaining regions is the proportion in the top quarter as high as for the public institutions. Also it is apparent that the Southwest joins the South in a particularly poor showing; whereas student bodies in the Southwest have 26 percent Negroes when they fall in the lowest quarter, only 1 percent of the student body is Negro among institutions in the upper quarter. Looking at all private institutions, a bare majority of their Negro students attend colleges that fall below the measure, but the proportion of the student body that is Negro drops steadily as we move from the bottom to the top quarter. Since public and private institutions are very similar at the national level, the same statement applies to all institutions combined (see the last line of the respective tables).

Per student expenditures (tables 5.2.9 and 5.2.10)

Public institutions.—In the Great Lakes and Plains region, and in the Rocky Mountains and Far West, there is a larger concentration of Negroes in institutions having the lowest per student expenditures in their respective region. In the remaining regions, however, Negro students concentrate heavily in colleges that fall in the third and fourth (highest) quarters. For example, whereas 12.06 percent of the students are Negro in Great Lakes and Plains colleges that fall in the lowest quarter, only 2.45 percent are Negro in the top quarter; but in the South 3.47 percent of all students are Negro in the lowest quarter institutions, but in the top quarter of institutions slightly more than 12 percent are Negro. When all public institutions are examined together, [illegible] is again

Table 5.2.7.—Variable name: Percent freshmen in student body, U.S. colleges, regional quartile[1] norms, fall 1965

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	76	7.69	2.52	1.27	3.88	16.58	11.22	13.34	58.86
Great Lakes and Plains	74	1.49	1.43	4.18	2.34	9.74	7.83	27.70	54.73
South	116	24.25	21.01	9.86	2.57	30.25	34.60	26.35	8.80
Southwest	41	8.16	1.08	9.51	1.61	12.16	2.53	67.02	18.29
Rocky Mountains and Far West	46	.47	.85	1.40	.86	3.30	11.47	45.96	39.26
Private institutions:									
North Atlantic	376	1.99	1.11	5.13	1.80	10.53	7.08	55.33	27.06
Great Lakes and Plains	367	2.21	1.33	1.61	2.83	15.05	11.76	24.91	48.27
South	207	12.61	32.42	19.21	3.93	12.63	42.87	32.86	11.64
Southwest	53	25.70	13.15	1.04	1.05	53.05	33.43	6.57	6.95
Rocky Mountains and Far West	127	1.14	.50	1.62	1.25	11.85	13.08	40.03	35.03
All public institutions	353	9.59	10.03	4.11	2.26	23.03	31.38	25.92	19.67
All private institutions	1,130	9.45	4.59	4.08	2.06	31.84	20.10	27.79	20.27
All institutions	1,483	10.14	6.89	3.82	2.26	29.04	24.42	27.59	18.95

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	76	0.18	0.18	0.52	0.57	2.60	5.30	35.69	56.41
Great Lakes and Plains	74	.28	.34	.56	1.01	5.82	6.09	11.87	76.22
South	116	.95	.31	.42	.62	24.00	10.32	22.65	43.03
Southwest	41	6.76	.86	1.28	1.11	29.84	5.93	26.82	37.42
Rocky Mountains and Far West	46	1.06	1.60	1.51	1.14	5.74	16.50	37.90	39.86
Private institutions:									
North Atlantic	376	.54	.90	.78	.99	8.99	18.14	26.33	46.53
Great Lakes and Plains	367	.71	.73	.88	1.00	11.51	15.41	32.52	40.56
South	207	2.08	.39	.56	.64	38.03	9.54	17.59	34.84
Southwest	53	1.62	1.51	1.05	1.59	13.72	15.75	27.34	43.19
Rocky Mountains and Far West	127	8.22	2.16	2.57	3.30	28.65	18.90	21.30	31.15
All public institutions	353	1.16	.48	1.00	.74	16.25	8.89	36.89	37.97
All private institutions	1,130	1.50	.82	1.11	1.16	18.35	12.96	27.39	41.29
All institutions	1,483	1.30	.63	.99	.96	17.61	10.67	33.64	38.08

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[1] From highest to lowest: 1st quarter=largest percent freshmen in student body.

Table 5.2.8.—Variable name: Percent freshmen in student body, U.S. colleges, national quartile [1] norms, fall 1965

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	76	3.43	1.84	1.68	9.31	60.31	18.47	4.83	16.39
Great Lakes and Plains	74	2.95	2.46	2.26	1.71	19.12	55.44	12.76	12.67
South	116	2.77	4.48	19.94	26.39	8.38	10.49	43.99	37.14
Southwest	41	1.96	6.51	.89	7.08	16.30	69.14	1.30	13.26
Rocky Mountains and Far West	46	.85	1.68	.83	.42	42.87	40.65	12.50	3.98
Private institutions:									
North Atlantic	376	1.65	5.77	1.55	1.69	33.54	53.86	6.79	5.81
Great Lakes and Plains	367	2.93	1.71	1.32	2.13	46.19	22.78	15.45	15.58
South	207	3.56	8.69	18.94	25.98	6.00	16.71	28.92	48.37
Southwest	53	.68	1.32	10.32	24.92	3.44	9.97	25.08	61.51
Rocky Mountains and Far West	127	1.39	1.24	.49	1.12	59.54	19.03	10.42	11.00

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	76	0.53	0.48	0.24	0.19	61.49	31.71	4.59	2.21
Great Lakes and Plains	74	.47	1.04	.41	.31	9.71	75.50	7.47	7.32
South	116	.69	.39	.34	.85	42.30	18.27	15.33	24.10
Southwest	41	.77	1.49	.32	5.89	19.07	46.88	1.39	32.66
Rocky Mountains and Far West	46	1.27	1.46	1.17	1.47	48.73	27.07	13.47	10.73
Private institutions:									
North Atlantic	376	.92	.98	.50	.53	58.70	28.75	6.84	5.70
Great Lakes and Plains	367	1.04	.96	.65	.69	39.06	30.62	18.31	12.01
South	207	.64	.67	.51	1.24	19.87	23.47	14.33	42.32
Southwest	53	1.66	1.04	1.53	1.74	34.60	32.39	15.31	17.70
Rocky Mountains and Far West	127	3.00	2.64	2.06	8.65	43.20	13.57	14.69	28.54

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[1] From highest to lowest: 1st quarter=largest percent freshmen in student body.

apparent that Negro students tend to concentrate in institutions with high per student expenditures, with more than 70 percent concentrated in above-median colleges.

Private institutions.—Only in the South does more than one-fourth of the Negro students attend top-quartile institutions. More than one-fourth attend bottom-quartile institutions in all regions except the North Atlantic. There is some tendency for the proportion Negro in the student body to be larger in third- and fourth-quarter schools in the North Atlantic and Rocky Mountains-Far West, but in the Great Lakes and Plains, and the South there is a clear tendency for Negro students to be more frequent in the first- and second-quarter institutions. This latter tendency is more pronounced in the Southwest. All private institutions taken together show this slight concentration in poorer performing places. And, finally, the figures for all institutions in the Nation support the conclusion that any tendency for Negroes to attend institutions with lower per student expenditures is indeed a slight one.

Faculty salaries (tables 5.2.11, 5.2.12, 5.2.13, 5.2.14, 5.2.15, 5.2.16, 5.2.17, and 5.2.18)

Four pairs of tables are considered in this series: One each for assistant professors, associate professors, professors, and all ranks combined including instructors. The various ranks will not be considered separately, since the pattern is generally the same for all of them.

Regional differences are extremely marked in this comparison. Outside the South, Negro students attend institutions that rank toward the top in their region in salaries paid assistant professors. Probably whites do also, since it is generally the larger institutions that pay the better salaries.

In table 5.2.11 a small tendency is apparent in three of the regions for the proportion of Negro students to rise with progression from the low to the high quarter. But Negro students primarily attend colleges in the South that rank in the bottom and second quarters; and we observe there that the proportion Negro is 34.22 percent for colleges in the bottom quarter on salaries for assistant professors as against 1.52 percent for institutions in the top group.

No substantial changes in these summary statements are required by examining salaries for associate and full professors, although we note here a slight tendency for Negro students to be relatively more frequent in low paying colleges in the North Atlantic and the Rocky Mountains and Far West.

Perhaps the most dramatic evidence of the magnitude of regional differences appears in the tables for all faculty combined. Here, only 4.44 percent of all college-going Negroes in the South, compared to 63.61 percent in the North Atlantic, attend institutions ranked in the top quarter of their respective regions on faculty salaries. And, conversely, one-fourth of all Negro students in the South compared to 8 percent in the North Atlantic are enrolled in bottom-quarter colleges. In the South, 262 of every 1,000 students attending institutions with the poorest salary structure are Negro; only 11 of every 1,000 are Negroes in those with the best salary schedules.

Private institutions.—As with public institutions, in private ones Negro students are likely to attend those that perform rather well on salary matters, except in the South and Southwest. Over 70 percent in both these regions are in institutions below the regional median on salaries for assistant professors, and in none of the other regions is this figure larger than 30 percent. Whereas there is a slight tendency for Negro students to be proportionally more numerous in the better paying institutions outside the South, they are distinctly more numerous in the poorest salary institutions of the South and Southwest. Data on associate professor salaries does not change these conclusions, except that Negroes are relatively numerous in third-quarter schools in the South. Similarly, for full professors: Except for this relative concentration of Negro students in third-quarter schools in the South the contrasts between the Southern States and the rest of the country are stark indeed.

When salary data for all ranks in all institutions are examined it is apparent that the average Negro college student in the United States is much more likely than his white counterpart to attend an institution that pays its faculty very poorly indeed compared to the national standard. The student body in the Nation's poorest paying colleges is over 14 percent Negro, compared to less than 3 percent Negro in those colleges that pay best. But, it is essential to remember that, region by region, such disparities exist in the South and Southwest and not in the rest of the Nation. Since, however, these regions educate so large a proportion of the Nation's Negro citizens, the problem is national in its implications if regional in its ecology.

Table 5.2.9.—Variable name: Per student expenditures, U.S. colleges, regional quartile [1] norms, academic year 1964

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter: 1st (3)	2d (4)	3d (5)	4th (6)	Negroes in designated quarter—percent of all Negro students: 1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	91	1. 59	1. 21	4. 53	3. 39	9. 49	4. 51	58. 86	27. 13
Great Lakes and Plains	170	12. 06	4. 88	1. 17	2. 45	35. 67	19. 90	6. 75	37. 67
South	150	3. 47	13. 98	14. 47	12. 27	6. 52	18. 53	38. 68	36. 27
Southwest	82	3. 79	2. 09	8. 43	2. 45	12. 98	7. 90	56. 17	22. 95
Rocky Mountains and Far West	116	2. 86	2. 77	1. 26	. 61	39. 48	29. 97	21. 93	8. 62
Private institutions:									
North Atlantic	390	1. 54	1. 78	6. 77	1. 66	13. 96	21. 91	50. 25	13. 87
Great Lakes and Plains	374	2. 52	2. 80	1. 37	1. [illegible]	34. 32	34. 07	16. 20	15. 40
South	261	15. 23	15. 23	10. 11	12. 59	26. 21	25. 42	16. 46	31. 90
Southwest	57	11. 28	4. 69	5. 68	. 46	44. 63	27. 67	26. 16	1. 54
Rocky Mountains and Far West	120	1. 48	. 57	1. 44	. 97	29. 62	17. 27	40. 23	12. 89
All public institutions	609	4. 77	3. 43	6. 28	4. 93	15. 97	12. 50	33. 37	38. 16
All private institutions	1, 202	5. 33	3. 84	3. 10	4. 22	30. 17	26. 15	19. 53	24. 15
All institutions	1, 811	4. 83	4. 97	5. 70	3. 01	24. 98	26. 68	32. 17	16. 16

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter: 1st (11)	2d (12)	3d (13)	4th (14)	Other nonwhite in designated quarter—percent of all nonwhite students: 1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	91	0. 28	0. 15	0. 54	0. 73	11. 11	3. 67	46. 56	38. 66
Great Lakes and Plains	170	6. 13	. 30	. 43	. 88	51. 25	3. 45	7. 03	38. 26
South	150	. 32	. 37	. 68	. 61	12. 66	10. 31	38. 74	38. 29
Southwest	82	4. 18	. 52	. 59	1. 64	40. 19	5. 52	11. 09	43. 20
Rocky Mountains and Far West	116	2. 11	3. 23	. 92	1. 99	26. 94	32. 31	14. 95	25. 80
Private institutions:									
North Atlantic	390	. 48	. 86	. 83	1. 27	13. 66	33. 33	19. 36	33. 66
Great Lakes and Plains	374	. 85	. 80	. 73	1. 14	26. 75	22. 60	20. 08	30. 56
South	261	1. 24	. 47	. 34	. 85	37. 97	13. 84	9. 79	38. 40
Southwest	57	1. 00	1. 75	1. 50	2. 13	13. 98	36. 39	24. 29	25. 34
Rocky Mountains and Far West	120	3. 34	4. 55	2. 39	2. 79	21. 68	44. 66	21. 63	12, 03
All public institutions	609	2. 17	1. 00	. 97	. 92	31. 44	15. 68	22. 23	30. 64
All private institutions	1, 202	1. 00	1. 25	. 92	1. 39	20. 30	30. 42	20. 68	28. 60
All institutions	1, 811	1. 58	. 86	. 98	1. 20	32. 90	18. 58	22. 41	26. 10

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[1] From lowest to highest: 1st quarter=smallest per-student expenditure.

Table 5.2.10.—Variable name: Per student expenditure, U.S. colleges, national quartile[1] norms, academic year 1964

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	91	1. 59	1. 03	4. 32	4. 29	9. 49	5. 05	58. 91	26. 54
Great Lakes and Plains	170	7. 20	1. 28	2. 74	2. 26	55. 87	6. 46	16. 76	20. 92
South	150	5. 68	14. 10	19. 31	4. 51	15. 12	30. 73	47. 14	7. 00
Southwest	82	2. 87	7. 22	2. 76	. 69	23. 92	62. 89	11. 88	1. 31
Rocky Mountains and Far West	116	3. 05	1. 17	. 95	. 79	64. 23	19. 91	9. 67	6. 19
Private institutions:									
North Atlantic	390	1. 65	1. 30	1. 85	4. 23	8. 07	8. 70	19. 44	63. 80
Great Lakes and Plains	374	2. 37	3. 24	1. 38	1. 27	14. 90	47. 90	19. 34	17. 86
South	261	15. 03	15. 15	11. 33	11. 45	26. 23	30. 90	23. 92	18. 95
Southwest	57	13. 02	4. 12	5. 95	. 47	44. 37	28. 93	25. 20	1. 49
Rocky Mountains and Far West	120	1. 67	. 75	1. 45	1. 11	9. 69	23. 98	29. 18	37. 14

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	91	0. 28	0. 13	0. 52	0. 91	11. 11	4. 29	47. 24	37. 36
Great Lakes and Plains	170	2. 52	. 45	. 63	1. 05	55. 28	6. 46	10. 81	27. 45
South	150	. 30	. 46	. 83	. 56	16. 94	21. 45	43. 12	18. 49
Southwest	82	2. 01	. 93	2. 47	. 06	47. 08	22. 79	29. 79	. 34
Rocky Mountains and Far West	116	2. 58	1. 10	1. 22	2. 88	50. 39	17. 37	11. 44	20. 80
Private institutions:									
North Atlantic	390	. 33	. 62	. 90	1. 09	5. 12	13. 12	29. 78	51. 97
Great Lakes and Plains	374	1. 24	. 71	. 72	1. 05	18. 06	24. 24	23. 43	34. 28
South	261	1. 23	. 45	. 24	1. 23	38. 24	16. 50	8. 87	36. 40
Southwest	57	1. 14	1. 63	1. 42	2. 22	13. 68	40. 45	21. 13	24. 74
Rocky Mountains and Far West	120	5. 01	3. 49	4. 30	2. 42	9. 41	36. 11	28. 14	26. 33

[1] From lowest to highest: 1st quarter=smallest per student expenditure.

Table 5.2.11.—Variable name: Average salary for assistant professors, U.S. colleges, regional quartile[1] norms, fall 1963

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	54	2.51	4.41	1.47	4.15	9.24	19.02	10.72	61.02
Great Lakes and Plains	61	1.37	2.16	2.18	3.00	5.78	19.92	41.17	33.13
South	92	34.22	20.19	13.82	1.52	33.97	34.86	25.36	5.80
Southwest	36	17.38	3.02	1.57	1.09	50.36	20.30	17.68	11.66
Rocky Mountains and Far West	32	.26	.64	.35	1.12	4.31	15.64	13.21	66.83
Private institutions:									
North Atlantic	191	2.20	1.63	1.46	5.06	7.66	11.28	15.97	65.09
Great Lakes and Plains	184	1.50	2.03	1.82	2.22	9.16	19.39	22.27	49.19
South	118	28.48	23.53	7.79	3.26	32.00	38.74	17.22	12.04
Southwest	31	8.21	.94	.95	1.04	71.51	5.42	5.08	17.99
Rocky Mountains and Far West	60	.85	.96	1.29	.86	9.70	12.90	55.61	21.79
All public institutions	275	21.93	5.46	1.55	2.24	49.78	20.67	8.44	21.10
All private institutions	584	11.34	2.78	2.01	2.96	36.08	12.47	16.48	34.96
All institutions	859	15.75	7.47	2.94	2.28	29.14	26.43	17.79	26.04

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percen of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	54	0.07	0.14	0.65	0.64	1.76	4.12	31.45	62.67
Great Lakes and Plains	61	.52	.45	1.07	.42	7.08	13.32	64.73	14.87
South	92	.61	.33	.62	.72	11.93	11.41	22.36	54.30
Southwest	36	1.04	1.28	2.49	.94	6.08	17.32	56.26	20.34
Rocky Mountains and Far West	32	1.19	1.35	.45	1.74	11.50	18.90	9.79	59.81
Private institutions:									
North Atlantic	191	1.15	.37	.88	.96	14.03	8.91	33.76	43.30
Great Lakes and Plains	184	.73	.55	.65	.89	11.90	14.08	21.13	52.89
South	118	.58	.64	.30	.59	14.35	23.15	14.35	48.15
Southwest	31	.92	1.35	1.40	1.69	15.18	14.86	14.22	55.73
Rocky Mountains and Far West	60	3.95	1.95	2.31	4.84	15.28	8.93	33.97	41.81
All public institutions	275	.44	.66	1.09	.89	5.57	14.06	33.34	47.03
All private institutions	584	1.03	.89	.81	1.21	11.70	14.19	23.50	50.61
All institutions	859	.90	.59	1.07	.94	7.86	9.82	30.40	51.91

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[1] From lowest to highest: 1st quarter=lowest average salaries.

Table 5.2.12.—Variable name: Average salary for assistant professors, U.S. colleges, national quartile[1] norms, fall 1963

Control and region (1)	Number of institutions (2)	Negroes as percent o fall students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	54	0. 31	3. 57	4. 36	3. 08	0. 09	7. 11	25. 15	67. 65
Great Lakes and Plains	61	0. 00	1. 48	3. 49	2. 22	0. 00	2. 24	13. 33	84. 43
South	92	36. 44	20. 02	6. 42	. 99	33. 88	47. 34	16. 25	2. 52
Southwest	36	99. 24	17. 92	2. 06	1. 03	12. 91	36. 67	40. 21	10. 22
Rocky Mountains and Far West	32	0. 00	. 22	. 69	. 75	0. 00	. 92	15. 53	83. 55
Private institutions:									
North Atlantic	191	2. 87	1. 78	1. 66	4. 23	5. 04	10. 16	18. 39	66. 41
Great Lakes and Plains	184	1. 46	2. 29	1. 99	2. 01	9. 74	28. 07	30. 75	31. 44
South	118	23. 36	1. 09	6. 85	3. 51	86. 26	2. 91	5. 62	5. 21
Southwest	31	4. 27	1. 16	. 37	. 20	80. 45	19. 05	. 22	. 28
Rocky Mountains and Far West	60	. 89	. 87	1. 34	. 85	12. 26	12. 34	53. 45	21. 96

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	54	0. 00	0. 13	0. 12	0. 64	0. 00	1. 70	4. 42	93. 88
Great Lakes and Plains	61	0. 00	. 42	. 62	. 74	0. 00	2. 04	7. 59	90. 37
South	92	. 65	. 31	. 66	. 81	11. 93	14. 67	32. 77	40. 64
Southwest	36	. 76	1. 34	1. 89	1. 01	. 20	5. 53	74. 02	20. 25
Rocky Mountains and Far West	32	0. 00	1. 01	1. 16	1. 29	0. 00	2. 42	14. 97	82. 62
Private institutions:									
North Atlantic	191	1. 10	. 61	. 87	. 87	6. 75	12. 18	33. 63	47. 44
Great Lakes and Plains	184	. 73	. 54	. 77	. 90	13. 01	17. 80	31. 53	37. 66
South	118	. 49	. 24	. 29	1. 26	39. 70	14. 24	5. 21	40. 86
Southwest	31	1. 07	1. 71	. 56	3. 01	38. 22	53. 18	. 64	7. 96
Rocky Mountains and Far West	60	3. 38	1. 94	2. 43	4. 79	15. 80	9. 34	32. 99	41. 87

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[1] From lowest to highest; 1st quarter=lowest average salaries.

Table 5.2.13.—Variable name: Average salary for associate professors, U.S. colleges, regional quartile[1] norms, fall 1963

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	54	2.50	6.05	0.85	4.73	9.56	18.58	8.25	63.62
Great Lakes and Plains	61	1.10	2.71	2.44	2.34	4.68	19.26	25.52	50.54
South	92	19.32	29.31	10.61	2.42	20.07	49.71	21.44	8.77
Southwest	36	22.75	1.45	2.40	1.19	52.97	11.36	20.17	15.50
Rocky Mountains and Far West	32	.75	.20	.34	1.24	13.00	6.31	11.38	69.31
Private institutions:									
North Atlantic	186	1.90	1.78	1.74	4.64	6.88	12.05	17.07	64.00
Great Lakes and Plains	172	1.78	.99	2.06	2.45	10.06	9.40	26.92	53.61
South	116	30.97	8.20	17.00	3.23	38.30	13.36	36.08	12.25
Southwest	31	11.39	.78	.68	1.37	68.21	6.48	5.92	19.38
Rocky Mountains and Far West	59	.92	1.36	1.79	.61	10.87	19.18	50.11	19.84
All public institutions	275	20.78	4.99	2.32	2.15	49.79	16.91	11.57	21.73
All private institutions	564	9.28	3.90	2.36	2.90	27.54	20.08	18.31	34.06
All institutions	839	9.50	10.79	2.97	2.30	17.22	37.95	17.86	26.97

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	54	0.08	0.06	0.59	0.65	2.12	1.27	38.12	58.48
Great Lakes and Plains	61	.59	.44	.71	.84	8.05	9.94	23.60	58.40
South	92	.56	.28	.68	.73	11.58	9.40	27.01	52.01
Southwest	36	6.94	1.51	1.24	.87	32.52	23.86	20.93	22.67
Rocky Mountains and Far West	32	.81	1.14	.55	1.89	7.99	20.39	10.72	60.89
Private institutions:									
North Atlantic	186	.79	.56	1.02	.86	10.03	13.29	35.00	41.68
Great Lakes and Plains	172	1.01	.42	.48	1.01	14.97	10.38	16.51	58.14
South	116	.45	.52	.42	.61	12.22	18.39	19.44	49.94
Southwest	31	1.33	.86	2.21	1.28	15.18	13.59	36.73	34.50
Rocky Mountains and Far West	59	2.51	3.23	2.74	3.83	10.70	16.36	27.69	42.25
All public institutions	275	1.02	.77	.72	.91	13.65	14.58	20.09	51.67
All private institutions	564	1.08	.95	.75	1.25	11.24	17.08	20.28	51.40
All institutions	839	.98	.81	.90	.96	8.31	13.40	25.39	52.90

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[1] From lowest to highest: 1st quarter=lowest average salaries.

Table 5.2.14.—Variable name: Average salary for associate professors, U.S. colleges, national quartile[1] norms, fall 1963

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	54	0. 00	4. 31	4. 47	2. 98	0. 00	7. 08	25. 18	67. 74
Great Lakes and Plains	61	. 26	1. 41	1. 84	2. 47	. 06	4. 10	9. 85	85. 99
South	92	16. 07	24. 04	7. 20	. 87	9. 88	70. 02	18. 08	2. 03
Southwest	36	38. 41	20. 03	1. 95	1. 30	13. 23	39. 73	27. 15	19. 88
Rocky Mountains and Far West	32	0. 00	0. 00	. 60	. 76	0. 00	0. 00	16. 72	83. 28
Private institutions:									
North Atlantic	186	2. 65	1. 48	1. 91	4. 24	5. 44	7. 82	21. 35	65. 38
Great Lakes and Plains	172	1. 59	1. 61	1. 85	2. 49	12. 06	16. 55	25. 79	45. 59
South	116	18. 65	10. 65	3. 83	. 67	71. 53	22. 33	5. 14	1. 00
Southwest	31	4. 83	1. 17	1. 09	. 20	76. 76	18. 55	4. 41	. 28
Rocky Mountains and Far West	59	1. 34	. 88	1. 90	. 62	19. 99	11. 76	47. 61	20. 65

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	54	0. 00	0. 12	0. 06	0. 64	0. 00	1. 33	2. 30	96. 36
Great Lakes and Plains	61	. 96	. 38	. 57	. 77	. 73	3. 57	9. 82	85. 88
South	92	. 90	. 22	. 78	. 81	10. 89	12. 79	38. 79	37. 62
Southwest	36	. 67	8. 04	1. 46	. 86	. 46	32. 06	40. 94	26. 53
Rocky Mountains and Far West	32	0. 00	3. 27	. 98	1. 32	0. 00	. 87	15. 74	83. 39
Private institutions:									
North Atlantic	186	1. 05	. 69	. 80	. 89	7. 58	12. 81	31. 47	48. 14
Great Lakes and Plains	172	. 87	. 43	. 61	1. 02	17. 40	11. 50	22. 34	48. 77
South	116	. 54	. 22	. 28	1. 12	45. 05	10. 13	8. 15	36. 67
Southwest	31	1. 04	1. 57	1. 75	3. 01	31. 32	47. 24	13. 48	7. 96
Rocky Mountains and Far West	59	2. 82	2. 60	2. 91	3. 83	15. 14	12. 50	26. 37	45. 99

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[1] From lowest to highest: 1st quarter=lowest average salaries.

Table 5.2.15.—Variable name: Average salary for full professors, U.S. colleges, regional quartile[1] norms, fall 1963

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter: 1st (3)	2d (4)	3d (5)	4th (6)	Negroes in designated quarter—percent of all Negro students: 1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	53	3.87	6.02	0.39	3.76	13.12	18.45	2.35	66.08
Great Lakes and Plains	61	1.10	2.73	2.85	2.19	4.76	17.86	26.96	50.42
South	92	12.75	21.32	18.79	3.91	12.98	38.09	34.26	14.66
Southwest	36	7.09	8.49	1.88	1.56	22.11	37.66	16.01	24.22
Rocky Mountains and Far West	32	.78	.24	.54	1.02	12.57	7.66	14.89	64.89
Private institutions:									
North Atlantic	183	2.11	1.15	1.67	4.93	8.26	6.55	17.74	67.45
Great Lakes and Plains	170	1.79	2.00	1.56	2.32	9.80	16.49	22.94	50.78
South	114	19.79	13.31	17.91	3.51	24.73	22.34	40.76	12.16
Southwest	26	9.04	6.40	1.19	.74	40.72	34.07	13.97	11.24
Rocky Mountains and Far West	59	1.50	.90	1.77	.62	18.52	12.56	48.42	20.50
All public institutions	274	14.33	10.21	2.59	2.05	34.57	31.18	12.57	21.68
All private institutions	552	9.00	4.73	2.15	2.87	26.02	22.50	16.45	35.03
All institutions	826	6.58	10.28	4.19	2.31	11.11	36.58	24.94	27.36

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter: 1st (11)	2d (12)	3d (13)	4th (14)	Other nonwhite in designated quarter—percent of all nonwhite students: 1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	52	0.07	0.09	0.11	0.79	1.64	1.88	4.42	92.06
Great Lakes and Plains	61	.51	.49	.82	.78	7.08	10.36	24.76	57.80
South	92	.58	.27	.75	.70	11.68	9.40	26.91	52.01
Southwest	36	5.70	.73	.69	1.47	35.74	6.50	11.85	45.90
Rocky Mountains and Far West	32	.89	1.19	.49	1.72	8.24	21.60	7.72	62.44
Private institutions:									
North Atlantic	183	.73	.57	.92	.91	10.04	11.54	34.52	43.90
Great Lakes and Plains	170	.94	.54	.63	.89	13.32	11.62	24.13	50.93
South	114	.43	.49	.41	.66	11.84	17.94	20.16	50.06
Southwest	26	1.40	2.03	1.59	1.24	11.56	19.85	34.35	34.24
Rocky Mountains and Far West	59	3.11	2.06	3.04	3.86	13.79	10.40	29.86	45.94
All public institutions	274	1.11	.56	.82	.89	15.01	9.67	22.37	52.95
All private institutions	552	1.05	.79	.99	1.16	10.63	13.11	26.58	49.69
All institutions	826	.96	.90	.77	1.00	7.62	15.03	21.59	55.75

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[1] From lowest to highest: 1st quarter=lowest average salaries.

Table 5.2.16.—Variable name: Average salary for full professors, U.S. colleges, national quartile[1] norms, fall 1963

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	53	0. 00	6. 53	4. 08	2. 98	0. 00	6. 92	25. 34	67. 74
Great Lakes and Plains	61	. 19	1. 33	2. 29	2. 42	. 08	3. 58	20. 19	76. 16
South	92	4. 97	22. 71	13. 41	10. 97	2. 88	62. 55	31. 98	2. 58
Southwest	36	20. 85	3. 29	3. 58	1. 67	13. 43	8. 76	57. 96	19. 84
Rocky Mountains and Far West	32	. 00	2. 90	. 19	. 76	. 00	8. 90	4. 05	87. 06
Private institutions:									
North Atlantic	183	2. 86	1. 26	1. 84	4. 07	5. 12	6. 52	17. 65	70. 71
Great Lakes and Plains	170	1. 66	1. 61	1. 78	2. 45	14. 23	15. 46	22. 55	47. 76
South	114	15. 93	18. 64	. 86	. 67	47. 15	50. 57	1. 28	1. 00
Southwest	26	6. 13	. 55	1. 09	. 20	85. 73	9. 27	4. 70	. 30
Rocky Mountains and Far West	59	1. 34	1. 14	1. 94	. 65	22. 63	12. 96	39. 09	24. 32

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	53	0. 00	0. 14	0. 06	0. 64	0. 00	0. 97	2. 67	96. 36
Great Lakes and Plains	61	. 67	. 57	. 43	. 81	. 85	4. 90	12. 22	82. 03
South	92	. 65	. 31	. 71	. 80	7. 42	16. 99	33. 50	42. 09
Southwest	36	. 53	6. 56	1. 02	1. 28	. 68	35. 15	33. 69	30. 48
Rocky Mountains and Far West	32	. 00	. 84	1. 16	1. 29	. 00	1. 49	13. 88	84. 63
Private institutions:									
North Atlantic	183	1. 06	. 69	. 93	. 81	6. 68	12. 56	31. 47	49. 29
Great Lakes and Plains	170	. 80	. 41	. 67	. 98	17. 85	10. 38	22. 23	49. 54
South	114	. 46	. 47	. 17	1. 12	29. 89	27. 67	5. 51	36. 93
Southwest	26	1. 55	1. 23	1. 75	3. 01	39. 80	38. 17	13. 85	8. 18
Rocky Mountains and Far West	59	2. 62	3. 15	2. 05	4. 10	15. 97	13. 93	14. 85	55. 26

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[1] From lowest to highest: 1st quarter=lowest faculty salaries.

Table 5.2.17.—Variable name: Weighted average salary, full professor through instructor, U.S. colleges, regional quartile[1] norms, fall 1963

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	54	2.55	3.23	1.62	4.70	8.10	13.52	14.77	63.61
Great Lakes and Plains	61	1.56	2.22	2.30	2.49	7.22	16.25	22.32	54.21
South	92	26.19	31.10	11.68	1.14	25.86	46.13	28.57	4.44
Southwest	36	16.66	1.90	1.42	1.64	52.94	13.72	9.18	24.17
Rocky Mountains and Far West	32	.63	.39	.33	1.06	11.38	7.71	11.60	69.31
Private institutions:									
North Atlantic	200	2.11	1.43	6.81	1.64	6.72	9.75	57.62	25.91
Great Lakes and Plains	193	1.47	2.85	1.33	2.16	8.13	25.95	18.81	47.10
South	118.	16.27	31.88	5.96	3.32	21.25	53.35	13.39	12.01
Southwest	31	14.85	.89	1.68	.65	68.88	7.99	12.74	10.39
Rocky Mountains and Far West	61	.78	1.64	1.58	.62	8.08	26.95	45.01	19.97
All public institutions	275	23.04	4.43	1.92	2.15	53.10	15.57	9.01	22.32
All private institutions	603	10.66	3.97	1.55	3.03	30.35	18.99	11.52	39.14
All institutions	878	14.20	9.75	2.33	2.37	24.40	32.83	14.23	28.52

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	54	0.90	0.10	0.61	0.65	1.94	2.85	36.73	58.48
Great Lakes and Plains	61	.45	1.06	.31	.84	6.72	24.96	9.56	58.77
South	92	.45	.37	.63	.72	8.88	10.75	25	55.37
Southwest	36	1.21	3.48	.54	1.17	7.71	50.62	6.98	34.68
Rocky Mountains and Far West	32	1.20	1.49	.48	1.62	12.49	16.98	9.64	60.89
Private institutions:									
North Atlantic	200	.83	.71	.59	1.01	9.27	17.04	17.52	56.17
Great Lakes and Plains	193	.80	.58	.71	.86	11.49	13.59	26.12	48.80
South	118	.46	.77	.24	.61	13.05	27.71	11.43	47.81
Southwest	31	1.31	.74	1.39	1.83	11.57	12.63	20.06	55.73
Rocky Mountains and Far West	61	2.92	2.82	4.64	2.21	10.73	16.58	47.38	25.31
All public institutions	275	.58	1.06	.86	.84	7.55	21.01	22.64	48.79
All private institutions	603	1.06	.65	.88	1.25	10.52	10.81	22.61	56.06
All institutions	878	.82	.73	1.00	.95	6.59	11.49	28.41	53.51

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[1] From lowest to highest: 1st quarter=lowest faculty salaries.

Table 5.2.18.—Variable name: Weighted average salary, full professor through instructor, U.S. colleges, national quartile[1] norms, fall 1963

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	54	87. 22	0. 77	2. 02	3. 57	6. 46	0. 48	15. 04	78. 02
Great Lakes and Plains	61	0. 00	1. 70	2. 28	2. 35	0. 00	3. 48	19. 72	76. 79
South	92	32. 79	28. 78	3. 84	1. 08	25. 70	60. 34	11. 18	2. 79
Southwest	36	99. 24	12. 26	1. 89	1. 51	12. 91	40. 03	21. 80	25. 26
Rocky Mountains and Far West	32	0. 00	. 01	. 66	. 77	0. 00	. 05	17. 48	82. 47
Private institutions:									
North Atlantic	200	1. 67	1. 58	1. 54	4. 25	3. 05	10. 54	13. 31	73. 10
Great Lakes and Plains	193	1. 46	2. 17	1. 74	2. 24	10. 82	26. 75	22. 76	39. 67
South	118	24. 73	5. 98	5. 39	. 65	74. 60	13. 43	10. 97	1. 00
Southwest	31	5. 09	. 52	. 80	. 20	87. 54	5. 14	7. 04	. 28
Rocky Mountains and Far West	61	. 85	1. 69	1. 94	. 73	11. 82	18. 65	38. 69	30. 84

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	54	0. 25	0. 14	0. 08	0. 65	0. 12	0. 61	4. 18	95. 09
Great Lakes and Plains	61	0. 00	. 47	. 97	. 67	0. 00	3. 06	26. 97	69. 97
South	92	. 08	. 48	. 62	. 84	1. 28	20. 01	35. 75	42. 96
Southwest	36	. 76	1. 24	2. 35	1. 11	. 20	8. 18	54. 41	37. 22
Rocky Mountains and Far West	32	3. 27	2. 28	. 82	1. 32	. 87	5. 42	12. 49	81. 22
Private institutions:									
North Atlantic	200	. 87	. 67	. 51	1. 06	5. 53	15. 57	15. 24	63 65
Great Lakes and Plains	193	. 80	. 53	. 84	. 86	15. 40	16. 85	28. 41	39. 34
South	118	. 63	. 24	. 25	1. 10	40. 88	11. 43	11. 09	36. 61
Southwest	31	1. 10	1. 79	1. 35	3. 01	36. 09	33. 44	22. 51	7. 96
Rocky Mountains and Far West	61	2. 59	3. 46	5. 18	2. 41	12. 88	13. 67	36. 91	36. 54

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[1] From lowest to highest: 1st quarter=lowest faculty salaries.

Student-faculty ratio (tables 5.2.19 and 5.2.20)

Public institutions.—There is wide variation between the regions on this measure, and no clear pattern appears to exist. In the North Atlantic, South, and Southwest regions there is a pronounced tendency for Negro students to concentrate in those institutions with the most favorable values on this characteristic, that is, in those with the smallest number of students per faculty. In the remaining two regions there is a less favorable picture, with Negro students under-represented in the third and top quarters.

When all public institutions are combined, the national picture indicates that 35 out of every 100 Negro college students attend institutions with highly favorable student-teacher ratios, and that the proportion of students who are Negro is larger in the top compared to any of the other quarters. It should be remembered that there is regional variation, however, and the national picture is attractive principally because the South, with its favorable ratio, has a large proportion of the Nation's Negro students.

Private institutions.—The pattern is substantially the same for private institutions. In the North Atlantic and South a majority of all Negro students attend colleges ranked above the median on faculty-student ratio, while the Great Lakes and Plains and the Rocky Mountains-Far West are especially likely to cluster their Negro students in lowest-quartile institutions. Regional differences are not pronounced, however, except that the Negroes are distinctly more likely to attend higher than lowest-level institutions in the South. For all private institutions combined, a majority (65 percent) of Negro students are enrolled in institutions that are below the median and a larger proportion of the students are Negro in the two middle quarters than in the extremes.

For all the Nation's institutions of higher learning, some 60 percent of the Negro students are in below-median institutions, but the percent Negro in the student body is higher in third-quarter (7.41 percent) institutions than in any other, and the smallest concentration is in bottom-quarter institutions where Negroes constitute 3.44 percent of the total.

Percent of faculty with earned doctorate (tables 5.2.21 and 5.2.22)

Public institutions.—Negro students, compared to whites, attend colleges in which small percentages of the faculties hold the earned doctorate. It is true in all regions that the proportion of Negro students is higher in below-median than in above-median institutions. Only the Great Lakes and Plains region sends approximately half its Negro students to above-median institutions. When all public institutions are considered together, three in every four Negro students attend below-median institutions, and the percent Negro in the student body drops steadily from 10.69 percent in lowest-quarter schools to 1.84 percent in highest-quarter ones.

Private institutions.—In the Rocky Mountains and Far West, a clear majority of Negro students attend better ranking colleges. And in both this region and the Great Lakes and Plains, students are almost as likely to be Negro in the better as in the poorer ranking schools. But, elsewhere, the picture is less attractive. Over 90 percent of the Negro students in the Southwest, and nearly 80 percent in the North Atlantic, are in below-median institutions, and this is true of around 70 percent in the South and 60 percent in the Great Lakes and Plains. Perhaps the South warrants special attention because Negro students concentrate there, and it should be noted that the percent Negro in the student body is substantially higher in below-median than in third- and fourth-quarter places.

For the Nation, nearly 70 percent of the Negroes attending private institutions are in those that fall below the median on percent of faculty holding the earned doctorate, and the student body has its highest proportion of Negro students in those colleges that fall in the second quarter.

When all public and private institutions are combined to give a total national picture, more than 70 percent of the Nation's Negro students are in colleges with relatively small proportions of faculty holding the earned doctorate, and the percent of students who are Negro runs two to three times as high in the institutions that are below average on this measure of quality.

Table 5.2.19.—Variable name: Student-faculty ratio, U.S. colleges, regional quartile[1] norms, fall 1963

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	100	1. 94	1. 80	5. 71	3. 56	10. 71	19. 85	49. 24	20. 20
Great Lakes and Plains	178	8. 89	2. 58	1. 97	1. 33	56. 81	24. 84	10. 19	8. 16
South	155	4. 38	10. 06	10. 63	18. 02	9. 16	17. 40	24. 24	49. 21
Southwest	84	2. 60	2. 20	9. 22	3. 18	22. 00	11. 68	54. 38	11. 94
Rocky Mountains and Far West	127	3. 36	1. 54	. 69	1. 04	55. 63	18. 73	11. 21	14. 44
Private institutions:									
North Atlantic	420	1. 69	1. 39	8. 48	1. 62	28. 30	14. 06	48. 74	8. 90
Great Lakes and Plains	391	3. 43	1. 29	1. 15	1. 43	62. 46	17. 95	10. 14	9. 45
South	271	5. 81	16. 49	23. 61	10. 67	11. 94	33. 90	33. 21	20. 95
Southwest	59	1. 31	10. 40	11. 17	. 66	8. 38	57. 43	32. 09	2. 10
Rocky Mountains and Far West	132	1. 41	. 71	. 96	1. 32	54. 94	19. 28	18. 44	7. 34
All public institutions	644	4. 15	3. 26	5. 60	7. 25	22. 26	18. 05	23. 99	35. 69
All private institutions	1, 273	2. 91	5. 47	5. 97	2. 71	28. 35	36. 81	24. 21	10. 63
All institutions	1, 917	3. 44	4. 65	7. 41	4. 41	30. 71	29. 91	29. 46	9. 92

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	100	0. 50	0. 59	0. 39	0. 42	18. 25	43. 34	22. 67	15. 73
Great Lakes and Plains	178	2. 83	. 41	. 68	1. 35	53. 40	11. 73	10. 35	24. 51
South	155	. 28	. 62	. 58	. 62	12. 58	22. 75	28. 35	36. 33
Southwest	84	2. 19	1. 31	1. 16	. 84	52. 17	19. 62	19. 28	8. 94
Rocky Mountains and Far West	127	2. 34	2. 62	1. 05	1. 90	33. 99	27. 92	14. 97	23. 12
Private institutions:									
North Atlantic	420	. 64	. 67	1. 12	1. 45	33. 52	21. 26	20. 18	25. 03
Great Lakes and Plains	391	. 92	. 84	. 68	1. 12	40. 14	27. 82	14. 31	17. 73
South	271	. 22	. 35	1. 56	1. 09	8. 14	13. 06	39. 77	39. 03
Southwest	59	1. 71	1. 09	1. 60	2. 21	38. 38	21. 01	16. 09	24. 52
Rocky Mountains and Far West	132	2. 55	4. 33	3. 34	4. 59	32. 37	38. 44	20. 90	8. 29
All public institutions	644	2. 10	. 64	. 95	. 87	48. 60	15. 34	17. 58	18. 48
All private institutions	1, 273	. 94	1. 19	1. 15	1. 50	33. 01	28. 87	16. 80	21. 33
All institutions	1, 917	1. 27	. 91	1. 01	1. 55	46. 07	23. 60	16. 23	14. 10

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[1] From highest to lowest: 1st quarter=most students per faculty member.

Table 5.2.20.—Variable name: Student-faculty ratio, U.S. colleges, national quartile[1] norms, fall 1963

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	100	8. 22	4. 51	3. 95	2. 06	5. 19	10. 39	56. 34	28. 08
Great Lakes and Plains	178	2. 13	. 93	1. 74	5. 10	3. 55	2. 24	12. 56	81. 65
South	155	. 76	23. 77	9. 57	5. 24	. 13	48. 35	37. 19	14. 32
Southwest	84	. 52	3. 52	8. 20	3. 68	. 04	9. 27	26. 30	64. 40
Rocky Mountains and Far West	127	. 61	. 49	1. 05	2. 10	. 20	1. 91	16. 48	91. 41
Private institutions:									
North Atlantic	420	5. 57	1. 38	1. 49	1. 79	57. 13	13. 95	13. 66	15. 26
Great Lakes and Plains	391	1. 31	1. 23	2. 69	3. 36	11. 63	18. 75	36. 15	33. 47
South	271	10. 57	22. 69	11. 31	4. 12	17. 97	49. 77	27. 52	4. 75
Southwest	59	. 64	9. 32	8. 22	1. 56	1. 85	33. 17	58. 05	6. 93
Rocky Mountains and Far West	132	. 98	. 75	1. 87	1. 04	16. 96	23. 09	34. 34	25. 62

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	100	0. 17	0. 31	0. 57	0. 45	0. 72	4. 68	53. 88	40. 72
Great Lakes and Plains	178	3. 03	1. 08	. 57	1. 38	14. 93	7. 69	12. 25	65. 13
South	155	. 19	. 64	. 66	. 29	. 71	27. 86	54. 63	16. 80
Southwest	84	1. 63	. 55	. 99	1. 76	. 34	4. 09	8. 95	86. 61
Rocky Mountains and Far West	127	3. 16	1. 44	1. 83	20. 2	. 93	4. 90	25. 27	68. 90
Private institutions:									
North Atlantic	420	1. 31	. 71	. 96	. 29	42. 25	22. 38	27. 59	7. 78
Great Lakes and Plains	391	1. 03	. 87	. 68	1. 04	21. 99	31. 46	21. 91	24. 64
South	271	1. 16	1. 19	. 32	. 14	35. 65	47. 32	14. 19	2. 84
Southwest	59	2. 32	1. 49	. 88	2. 31	23. 62	18. 63	21. 68	36. 07
Rocky Mountains and Far West	132	3. 35	3. 18	4. 46	2. 82	18. 85	31. 77	26. 63	22. 76

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[1] From lowest to highest: 1st quarter=most students per faculty member.

Table 5.2.21.—Variable name: Percent faculty with earned doctorate, U.S. colleges, regional quartile[1] norms, 1963

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	63	7.08	6.12	1.93	1.53	22.59	46.38	9.10	21.93
Great Lakes and Plains	69	2.31	2.75	2.00	2.39	27.43	22.36	20.59	29.62
South	95	16.46	28.96	4.34	1.16	35.70	52.08	8.85	3.38
Southwest	39	9.49	8.30	1.51	2.35	39.38	34.86	10.46	15.30
Rocky Mountains and Far West	39	.76	1.72	.34	.34	18.08	61.58	9.74	10.60
Private institutions:									
North Atlantic	231	2.37	6.22	1.50	1.07	22.21	55.28	13.49	9.02
Great Lakes and Plains	235	2.54	1.57	2.59	1.46	40.08	19.34	25.50	15.07
South	152	10.49	23.80	8.66	9.62	25.09	44.17	14.17	16.56
Southwest	33	1.51	22.25	.58	.77	9.28	83.20	4.39	3.12
Rocky Mountains and Far West	93	1.65	1.12	1.38	1.08	17.74	20.83	28.00	33.44
All public institutions	305	10.69	7.04	2.77	1.84	39.66	34.38	12.03	13.93
All private institutions	744	2.46	8.23	3.59	1.96	16.28	50.69	19.70	13.33
All institutions	1,049	6.55	7.41	3.16	1.88	31.12	40.43	14.74	13.71

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	63	0.08	0.53	0.22	0.59	1.91	29.09	7.56	61.44
Great Lakes and Plains	69	1.32	.45	.66	.39	50.63	11.82	21.95	15.60
South	95	.37	.26	.61	.99	14.83	8.81	22.88	53.47
Southwest	39	1.05	.42	.91	3.11	13.32	5.37	19.25	62.05
Rocky Mountains and Far West	39	1.43	.50	.81	.95	32.43	17.20	22.22	28.15
Private institutions:									
North Atlantic	231	1.16	.64	.55	.77	38.80	20.34	17.72	23.14
Great Lakes and Plains	235	1.19	.94	.50	.56	45.75	28.25	12.02	13.98
South	152	.57	.55	.34	.51	35.73	26.80	14.58	22.89
Southwest	33	1.41	.88	1.43	1.73	29.00	11.12	36.28	23.60
Rocky Mountains and Far West	93	9.02	3.95	2.20	2.33	33.80	25.57	15.46	25.17
All public institutions	305	.62	.78	.38	1.10	14.33	23.72	10.18	51.77
All private institutions	744	1.31	1.18	.75	.94	32.83	27.53	15.49	24.15
All institutions	1,049	.97	.89	.58	1.05	23.29	24.59	13.76	38.37

[1] From lowest to highest: 1st quarter=lowest percent faculty with earned doctorate.

Table 5.2.22.—Variable name: Percent faculty with earned doctorate, U.S. colleges, national quartile[1] norms, 1963

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	63	4. 86	6. 70	1. 83	1. 51	11. 71	58. 55	8. 88	20. 87
Great Lakes and Plains	69	2. 55	2. 77	. 53	3. 01	20. 54	28. 94	4. 72	45. 79
South	95	19. 67	13. 87	3. 72	1. 46	52. 15	39. 11	6. 10	2. 63
Southwest	39	15. 90	1. 14	10. 83	1. 95	35. 60	6. 39	37. 67	20. 34
Rocky Mountains and Far West	39	. 91	. 37	1. 60	. 36	15. 68	2. 93	61. 63	19. 76
Private institutions:									
North Atlantic	231	2. 11	6. 62	1. 08	1. 44	17. 37	58. 14	7. 14	17. 35
Great Lakes and Plains	235	2. 43	1. 58	2. 69	1. 33	40. 77	19. 40	28. 41	11. 43
South	152	4. 14	27. 09	8. 98	8. 18	8. 44	64. 06	14. 57	12. 92
Southwest	33	1. 53	1. 31	8. 71	. 77	7. 21	3. 71	85. 96	3. 12
Rocky Mountains and Far West	93	1. 50	1. 36	1. 25	1. 08	21. 08	13. 91	29. 85	35. 17

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	63	0. 10	0. 47	0. 21	0. 62	1. 72	29. 34	7. 50	61. 44
Great Lakes and Plains	69	. 74	1. 18	. 39	. 59	19. 22	40. 11	11. 33	29. 33
South	95	. 32	. 56	. 43	1. 26	15. 66	29. 27	13. 04	42. 04
Southwest	39	1. 29	. 55	. 24	2. 47	8. 85	9. 37	2. 53	79. 26
Rocky Mountains and Far West	39	1. 38	1. 44	. 52	. 89	22. 95	10. 95	19. 41	46. 69
Private institutions:									
North Atlantic	231	. 74	1. 07	. 57	. 73	21. 74	33. 51	13. 45	31. 30
Great Lakes and Plains	235	1. 17	. 91	. 56	. 50	47. 88	27. 20	14. 50	10. 42
South	152	. 45	. 65	. 34	. 51	24. 02	40. 35	14. 37	21. 25
Southwest	33	1. 23	1. 62	1. 25	1. 73	19. 44	15. 38	41. 58	23. 60
Rocky Mountains and Far West	93	7. 69	3. 92	2. 51	2. 45	37. 45	13. 89	20. 83	27. 83

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[1] From lowest to highest: 1st quarter = lowest percent faculty with earned doctorate.

Number of library books per student (tables 5.2.23 and 5.2.24)

Public institutions.—Except for the Rocky Mountains and Far West, Negroes seem to attend institutions that are at least average or typical in their books per student ratio. Half or more of the students in the other regions are in above-median places, and in the North Atlantic region there is a clear tendency for the percent Negro in the student body to rise with improved performance on this measure. Negroes are underrepresented in the top quarter in the South and Southwest, but substantially overrepresented in the third quarter. When all public institutions are considered together, nearly 60 percent of their Negro students are in above-average colleges, and Negroes are slightly less frequent in extreme (top or bottom) than in middle quarters.

Private institutions.—The picture is markedly different in private institutions. In all regions, most notably in the North Atlantic and Southwest, a preponderance of Negro students are in poorer performing places. Only in the South and the Rocky Mountains and Far West does the number in the best ranking institutions exceed 10 percent, and in neither instance by much. Only in the Rocky Mountains-Far West is the student body as high in above-average as in below-average colleges. In the Southwest, 94 of every 1,000 students are Negro in the lowest quarter institutions, but only 6 per 1,000 are Negro in the highest. Taking all private institutions together, nearly two-thirds of their Negro students attend institutions that are below median in the number of library books per student, and the percent of students who are Negro is higher in bottom- than in top-quarter schools, in second- than in third-quarter ones.

For all institutions combined, over 70 percent of the Negro students are in the below-median category, and the students are nearly twice as likely to be Negro in lowest compared to highest quarter schools. Whereas 32 percent of all Negro students in private institutions are in lowest ranking ones, only 6 percent are in the colleges with the largest number of books per student.

Number of volumes in library (tables 5.2.25 and 5.2.26)

Public institutions.—In every region, Negro students concentrate in institutions that score well on this measure; except in the South and Rocky Mountains and Far West, more than half of all Negro students are in top-quarter institutions. And in no instance are more than 8 percent of these students located in the schools with fewest volumes in their libraries. For all public institutions, over 80 percent of the Nation's Negro students attend above-median institutions and over half attend top-quarter ones.

The picture is not so clear-cut with respect to the first column of table 5.2.25. Only in the Southwest are students distinctly more likely to be Negro in the better performing colleges, and in the South the student bodies are distinctly more densely populated with Negroes in below-median institutions. And for the Nation as a whole, any tendency toward more Negroes in better institutions is a subdued one. On the other hand, more than half of all public college Negro students are in those ranked in the top quarter on library books and only 6 percent of them attend lowest quarter ones.

Private institutions.—There are compelling regional differences in private institutions. In the Southwest less than 25 percent and in the North Atlantic nearly 90 percent of the Negroes attending nonwhite institutions are in those that place above the median in volumes in library. The contrast between public and private institutions in the Southwest is particularly great. Yet in all regions except the North Atlantic, the proportion of students who are Negro is less in the better performing institutions. This may be especially noticeable in the Southwest, where about 8 percent of the students are Negro in the lowest quartile, compared to 1 percent in the top quarter. Considering all private institutions, over 60 percent of the Negroes enrolled in above-median places, but Negroes are distinctly a larger proportion (about 2 to 1) of the student body in lower-ranking compared to higher-ranking institutions.

Taking all institutions in combination, some 70 percent of the Negro students attend third- and top-quarter institutions, but there is a clear tendency for Negro students to be more frequent in lower-ranked places. Thus, the typical Negro student attends a college with a good library; but when the library is poor, any given student is more likely to be Negro than when the library is good.

Table 5.2.23.—Library books per student, U.S. colleges, regional quartile[1] norms, academic year 1963–64

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	100	2. 41	1. 98	2. 96	5. 89	13. 49	17. 65	27. 73	41. 12
Great Lakes and Plains	175	5. 23	2. 35	1. 78	2. 70	25. 93	14. 13	21. 08	38. 86
South	154	21. 21	5. 43	18. 73	5. 74	31. 58	10. 92	38. 61	18. 89
Southwest	83	3. 25	6. 53	6. 27	2. 00	15. 79	34. 44	34. 06	15. 70
Rocky Mountains and Far West	126	2. 18	2. 73	1. 28	. 81	42. 63	31. 14	10. 24	15. 99
Private institutions:									
North Atlantic	428	1. 78	6. 32	1. 37	1. 93	32. 38	48. 25	10. 43	8. 93
Great Lakes and Plains	385	2. 91	1. 05	2. 03	1. 30	56. 76	10. 33	24. 28	8. 62
South	262	11. 94	19. 87	10. 31	7. 70	24. 59	40. 40	21. 68	13. 32
Southwest	60	9. 39	9. 20	2. 73	. 56	39. 27	44. 43	14. 18	2. 12
Rocky Mountains and Far West	128	. 97	1. 02	1. 63	. 94	30. 80	31. 65	27. 21	10. 34
All public institutions	638	3. 87	6. 16	5. 43	3. 91	16. 81	24. 59	30. 24	28. 36
All private institutions	1, 263	3. 32	5. 14	4. 63	2. 49	33. 55	30. 10	27. 14	9. 21
All institutions	1, 901	4. 19	5. 47	4. 50	2. 19	31. 75	38. 63	23. 34	6. 27

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	100	0. 39	0. 36	0. 68	0. 46	14. 70	21. 44	42. 42	21. 44
Great Lakes and Plains	175	. 32	. 27	. 34	1. 22	6. 38	6. 64	16. 29	70. 69
South	154	. 15	. 26	. 77	. 72	4. 76	11. 26	33. 82	50. 16
Southwest	83	. 87	3. 24	1. 05	1. 08	11. 84	48. 05	16. 13	23. 98
Rocky Mountains and Far West	126	2. 16	2. 36	1. 38	1. 71	37. 01	23. 57	9. 71	29. 71
Private institutions:									
North Atlantic	428	. 77	. 90	. 85	1. 01	43. 66	21. 48	20. 32	14. 55
Great Lakes and Plains	385	. 87	. 60	. 86	1. 41	39. 79	13. 87	24. 39	21. 94
South	262	1. 05	. 65	. 28	. 76	40. 07	24. 53	10. 99	24. 41
Southwest	60	1. 35	2. 04	1. 68	1. 13	19. 82	34. 52	30. 59	15. 07
Rocky Mountains and Far West	128	4. 34	2. 86	3. 21	2. 40	44. 98	28. 99	17. 47	8. 55
All public institutions	638	1. 40	. 89	. 58	1. 14	28. 73	16. 75	15. 43	39. 09
All private institutions	1, 263	1. 14	1. 06	1. 10	1. 23	40. 21	21. 53	22. 43	15. 83
All institutions	1, 901	1. 15	. 89	. 98	1. 30	36. 66	26. 39	21. 35	15. 59

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[1] From lowest to highest: 1st quarter=fewest library books per student.

Table 5.2.24.—Variable name: Library books per student, U.S. colleges, national quartile[1] norms, academic year 1963–64

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	100	1. 98	4. 17	5. 83	0. 00	33. 77	35. 51	30. 72	0. 00
Great Lakes and Plains	175	4. 08	2. 14	2. 83	1. 60	39. 20	37. 43	16. 36	7. 02
South	154	12. 25	17. 82	4. 76	. 75	38. 53	51. 51	9. 32	. 64
Southwest	83	4. 96	5. 49	. 94	39. 48	50. 23	35. 99	6. 13	7. 65
Rocky Mountains and Far West	126	2. 25	. 43	1. 19	. 72	82. 86	4. 71	11. 24	1. 19
Private institutions:									
North Atlantic	428	1. 56	1. 73	7. 05	1. 68	17. 14	18. 82	48. 37	15. 67
Great Lakes and Plains	385	3. 19	2. 50	1. 83	1. 22	22. 66	36. 66	26. 13	14. 55
South	262	5. 71	15. 11	15. 24	7. 55	4. 15	37. 15	45. 38	13. 32
Southwest	60	. 73	10. 70	5. 73	. 50	. 74	42. 52	55. 04	1. 70
Rocky Mountains and Far West	128	2. 11	. 64	1. 27	. 97	15. 85	16. 39	52. 22	15. 53

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	100	0. 50	0. 45	0. 48	0. 00	57. 28	25. 71	17. 02	0. 00
Great Lakes and Plains	175	. 31	. 52	. 70	2. 01	12. 01	36. 23	16. 20	35. 56
South	154	. 19	. 69	. 83	. 57	12. 90	42. 21	34. 52	10. 36
Southwest	83	2. 10	1. 58	. 56	1. 21	59. 89	29. 23	10. 22	. 66
Rocky Mountains and Far West	126	2. 14	1. 26	1. 81	2. 68	69. 05	12. 01	15. 03	3. 91
Private institutions:									
North Atlantic	428	. 60	. 98	. 73	1. 06	20. 55	33. 05	15. 64	30. 76
Great Lakes and Plains	385	1. 35	. 62	. 72	1. 13	22. 59	21. 59	24. 17	31. 65
South	262	2. 41	. 37	. 47	. 74	32. 60	16. 88	26. 11	24. 41
Southwest	60	2. 41	1. 79	1. 54	1. 24	8. 54	24. 94	51. 74	14. 77
Rocky Mountains and Far West	128	5. 87	3. 91	2. 88	2. 70	14. 40	32. 82	38. 68	14. 10

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[1] From lowest to highest: 1st quarter=fewest library books per student.

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Table 5.2.25.—Variable name: Volumes in library, U.S. colleges, regional quartile[1] norms, academic year 1963–64

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter: 1st (3)	2d (4)	3d (5)	4th (6)	Negroes in designated quarter—percent of all Negro students: 1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	100	2.55	5.94	4.32	2.63	3.81	15.22	26.51	54.46
Great Lakes and Plains	175	1.36	3.48	5.43	2.03	1.19	6.93	35.10	56.78
South	155	9.04	26.24	10.29	8.14	5.14	32.71	21.43	40.72
Southwest	83	2.48	2.47	8.01	3.36	2.84	4.52	41.25	51.38
Rocky Mountains and Far West	127	2.44	1.26	3.54	1.13	7.21	10.52	52.91	29.35
Private institutions:									
North Atlantic	428	1.81	2.04	1.26	3.32	4.65	6.80	11.21	77.34
Great Lakes and Plains	385	2.34	3.31	1.15	2.07	10.53	21.72	10.61	57.14
South	262	13.80	21.29	15.30	7.81	11.59	29.47	29.38	29.55
Southwest	60	7.72	24.20	4.19	.93	9.81	65.91	14.41	9.87
Rocky Mountains and Far West	128	1.74	1.29	1.40	.91	11.52	12.21	23.46	52.81
All public institutions	640	4.66	5.57	6.35	4.10	4.11	14.62	26.78	54.50
All private institutions	1,263	5.37	8.74	3.23	3.01	11.17	26.07	16.68	46.08
All institutions	1,903	4.04	8.41	4.74	3.61	6.45	23.71	18.20	51.64

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter: 1st (11)	2d (12)	3d (13)	4th (14)	Other nonwhite in designated quarter—percent of all nonwhite students: 1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	100	0.60	0.34	0.05	0.63	6.01	5.76	2.21	86.01
Great Lakes and Plains	175	.40	.57	.40	.74	1.42	4.55	10.51	83.52
South	155	.10	.39	.20	.75	1.16	10.33	8.85	79.66
Southwest	83	1.83	1.59	2.69	1.09	5.88	8.19	39.06	46.88
Rocky Mountains and Far West	127	2.55	2.53	2.87	1.50	6.82	19.07	38.87	35.23
Private institutions:									
North Atlantic	428	1.49	.76	.66	.85	11.87	7.89	18.16	62.07
Great Lakes and Plains	385	.96	.81	.57	1.00	10.16	12.55	12.36	64.93
South	262	2.32	.55	.49	.46	36.25	14.09	17.55	32.12
Southwest	60	4.20	1.38	1.57	1.33	18.63	13.14	18.93	49.29
Rocky Mountains and Far West	128	7.10	8.06	2.84	2.35	15.34	24.89	15.53	44.23
All public institutions	640	1.32	1.66	.89	.94	5.36	20.04	17.22	57.38
All private institutions	1,263	2.12	1.41	.78	1.05	15.35	14.64	13.98	56.04
All institutions	1,903	1.59	1.65	.86	.96	10.47	19.25	13.58	56.09

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[1] From lowest to highest: 1st quarter=fewest volumes in library.

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Table 5.2.26.—Variable name: Volumes in library, U.S. colleges, national quartile[1] norms, academic year 1963–64

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	100	3. 93	7. 01	3. 68	2. 63	7. 20	15. 98	22. 37	54. 46
Great Lakes and Plains	175	2. 79	8. 28	5. 15	1. 99	8. 49	16. 93	17. 48	57. 09
South	155	10. 19	22. 05	18. 81	8. 31	4. 36	21. 91	20. 78	52. 94
Southwest	83	2. 15	3. 51	2. 47	4. 86	3. 64	3. 52	8. 08	84. 76
Rocky Mountains and Far West	127	1. 89	3. 22	2. 19	. 91	9. 46	55. 31	13. 58	21. 65
Private institutions:									
North Atlantic	428	1. 97	1. 97	1. 29	3. 21	4. 43	6. 71	10. 17	78. 69
Great Lakes and Plains	385	2. 91	3. 41	1. 31	2. 10	9. 09	17. 71	16. 39	56. 80
South	262	12. 04	21. 30	10. 65	8. 65	9. 49	41. 01	23. 38	26. 12
Southwest	60	8. 89	23. 76	3. 55	. 97	8. 96	66. 69	14. 60	9. 74
Rocky Mountains and Far West	128	1. 74	. 96	1. 50	. 92	10. 87	6. 59	29. 73	52. 81

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	100	0. 63	0. 28	0. 05	0. 63	7. 71	4. 32	1. 95	86. 02
Great Lakes and Plains	175	. 49	. 39	. 50	. 73	6. 04	3. 22	6. 88	83. 86
South	155	. 10	. 48	. 15	. 63	. 87	10. 17	3. 60	85. 36
Southwest	83	1. 92	1. 67	. 82	1. 60	9. 17	4. 72	7. 51	78. 60
Rocky Mountains and Far West	127	2. 56	2. 79	2. 90	1. 32	11. 62	43. 50	16. 34	28. 54
Private institutions:									
North Atlantic	428	1. 61	. 68	. 72	. 84	11. 30	7. 18	17. 66	63. 86
Great Lakes and Plains	385	. 95	. 94	. 60	1	6. 97	11. 48	17. 70	63. 85
South	262	2. 43	. 60	. 41	. 47	35. 64	21. 37	16. 76	26. 23
Southwest	60	1. 22	2. 78	1. 58	1. 30	4. 31	27. 25	22. 72	45. 73
Rocky Mountains and Far West	128	7. 37	9. 98	2. 86	2. 35	15. 05	22. 27	18. 45	44. 23

[1] From lowest to highest: 1st quarter=fewest volumes in library.

Per student library expenditures (tables 5.2.27 and 5.2.28)

Public institutions.—Above 60 percent of all Negro students in public institutions go to those that rank above the median on per student expenditures for the library, but in the North Atlantic less than a majority do so, and in the Southwest barely half do so, and, in the Rocky Mountains-Far West over half of all Negro students are in lowest-quarter places. Thus, two regions—the South and the Great Lakes and Plains—are responsible for an encouraging national showing. For the Nation as a whole these two strongest regions affect the overall result enough to permit us to conclude that Negroes are a slightly larger percent of the student body in the better performing institutions.

Private institutions.—Negro students who attend private institutions tend to go to those with low per student library expenditures. Fewer than 40 percent are in above-median places, and only in the North Atlantic region does this figure exceed 50 percent. Negroes constitute a large part of the student body in better- compared to poorer-performing institutions only in the North Atlantic, and for the Nation as a whole they are relatively less frequent in the higher ranking institutions. In the South, where there is a heavy concentration of private institutions that attract Negro students, institutions ranked in the second and third quarters have the highest percent Negro in their student bodies, but those in the first quarter have substantially more Negro students than do those in the top quarter.

Library expenditures per faculty member (tables 5.2.29 and 5.2.30)

Public institutions.—Six in every 10 Negro students attending the Nation's public colleges are in those that rank above the national median in per faculty library expenditures. And, Negro students are somewhat more frequent in above-median public institutions than in those ranked below the median, Regionally a majority of Negro students attend above-median colleges in three regions but not in the North Atlantic and the Rocky Mountains and Far West. For the former, however, one-third of all Negro students are in institutions placing in the top quarter. It should be noted that in the South a majority of Negro students are in higher-quarter schools and the proportion of students who are Negro is larger overall in third- and fourth-quarter than in first- and second-quarter schools.

Private institutions.—Again, the picture is less bright in private than in public institutions. On the average, Negroes who attend private schools attend those which perform poorly on per faculty library expenditures compared to other private institutions. For all private institutions in the Nation, less than 30 percent of their Negro students attend those in the two upper quarters; by regions, the percent in the upper half of institutions ranges upward from 9 in the Southwest to 38 in the Great Lakes and Plains. In no region are Negroes a larger proportion of the student body in upper than in lower-half institutions; the most vivid example of this is in the Southwest where, moving upward from institutions in the lowest quarter to those in the highest, the percent Negro in the student bodies is 6.46, 15.40, 1.16, and 0.48.

Grouping all institutions, the typical Negro student attends a college in the lower half of all institutions, but the percent Negro in higher ranking institutions is slightly greater than in lower-ranking ones.

Library expenditures versus total expenditures (tables 5.2.31 and 5.2.32)

Public institutions.—Over 60 percent of all Negro students attending public institutions in the Nation are in those of the upper half on this measure.

Put otherwise, they are attending institutions that seem to be making a sustained effort to improve the quality of their library services. But, if we examine the evidence region by region, it is clear that this sustained effort in the colleges Negroes attend is true only in the South and Southwest; in the three other regions, from 60 to 77 percent of the Negro students are in below-median institutions. Similarly, it is only in the South and Southwest that Negroes constitute a relatively large proportion of the student bodies in the best performing institutions; thus in the South the student bodies are 19 percent Negro in top-quarter institutions and only 3 percent Negro in institutions with the poorest performance. Over the Nation, Negroes are over two times as frequent in the upper half as in the lower half of institutions.

Table 5.2.27.—Variable name: Per student library expenditure, U.S. colleges, regional quartile[1] norms, academic year 1963-64

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	100	2. 12	2. 91	1. 28	11. 18	8. 36	41. 31	11. 86	38. 47
Great Lakes and Plains	175	5. 23	1. 49	2. 22	2. 76	22. 09	8. 58	24. 28	45. 05
South	155	10. 11	10. 39	15. 41	9. 36	18. 30	18. 32	34. 44	28. 94
Southwest	83	2. 61	7. 29	1. 24	5. 87	7. 27	41. 77	9. 82	41. 14
Rocky Mountains and Far West	127	3. 25	2. 67	. 40	1. 27	53. 97	22. 47	5. 11	18. 45
Private institutions:									
North Atlantic	428	1. 62	1. 32	6. 70	1. 10	25. 60	13. 18	57. 09	4. 12
Great Lakes and Plains	385	2. 67	2. 45	1. 42	1. 34	42. 68	30. 15	15. 21	11. 96
South	262	9. 91	17. 88	17. 83	5. 04	21. 18	30. 05	39. 11	9. 66
Southwest	60	5. 55	14. 68	3. 02	. 48	27. 19	53. 49	17. 58	1. 74
Rocky Mountains and Far West	128	1. 71	. 96	. 80	1. 05	32. 73	43. 06	12. 48	11. 73
All public institutions	640	4. 16	4. 87	5. 37	4. 48	15. 87	22. 80	31. 72	29. 61
All private institutions	1, 263	3. 11	5. 80	2. 98	4. 09	26. 61	36. 99	18. 63	17. 78
All institutions	1, 903	3. 97	4. 76	5. 40	3. 15	24. 67	32. 68	30. 54	12. 11

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public Institutions:									
North Atlantic	100	0. 36	0. 49	0. 61	0. 26	9. 51	46. 63	37. 99	5. 86
Great Lakes and Plains	175	. 33	. 58	. 58	. 85	5. 61	13. 41	25. 27	55. 72
South	155	. 25	. 31	. 67	. 72	9. 56	11. 65	31. 72	47. 07
Southwest	83	1. 34	2. 28	1. 17	1. 35	10. 47	36. 80	26. 06	26. 67
Rocky Mountains and Far West	127	2. 52	3. 59	. 94	1. 81	37. 95	27. 41	10. 71	23. 93
Private institutions:									
North Atlantic	428	. 74	. 85	. 96	. 99	36. 51	26. 44	25. 55	11. 50
Great Lakes and Plains	385	1. 04	. 52	. 82	1. 19	39. 29	15. 02	20. 70	24. 99
South	262	. 97	. 45	. 64	. 59	38. 68	14. 03	26. 11	21. 19
Southwest	60	1. 26	2. 45	1. 52	1. 27	21. 68	31. 25	30. 88	16. 18
Rocky Mountains and Far West	128	3. 79	3. 13	3. 86	3. 06	23. 62	45. 66	19. 57	11. 15
All public institutions	640	1. 80	. 87	. 74	. 98	31. 51	18. 68	20. 04	29. 77
All private institutions	1, 263	1. 05	1. 02	1. 13	1. 43	31. 15	22. 64	24. 65	21. 57
All institutions	1, 903	1. 38	. 78	. 92	1. 30	35. 56	22. 11	21. 61	20. 71

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[1] From lowest to highest: 1st quarter=lowest per student expenditures for library.

Table 5.2.28.—Variable name: Per student library expenditure, U.S. colleges, national quartile[1] norms

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	100	1.88	2.67	2.96	14.81	8.67	44.89	23.38	23.05
Great Lakes and Plains	175	3.25	2.09	2.46	3.25	30.31	24.71	22.44	22.54
South	155	7.79	14.53	15.50	1.57	18.94	36.23	42.94	1.88
Southwest	83	5.11	4.20	3.90	.69	51.56	35.03	12.11	1.30
Rocky Mountains and Far West	127	3.01	.43	1.39	.78	76.73	4.52	13.82	4.92
Private institutions:									
North Atlantic	428	1.58	1.49	1.33	5.59	15.10	16.71	8.87	59.32
Great Lakes and Plains	385	3.00	2.53	1.44	1.27	32.72	36.49	17.87	12.92
South	262	9.31	17.01	16.46	2.34	14.25	36.87	45.46	3.43
Southwest	60	10.18	9.34	3.02	.48	11.17	69.52	17.58	1.74
Rocky Mountains and Far West	128	1.74	1.06	1.04	1.00	14.94	29.57	37.33	18.16

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	100	0.32	0.60	0.37	0.32	9.77	67.25	19.69	3.29
Great Lakes and Plains	175	.45	.58	.41	1.45	16.76	27.74	15.00	40.50
South	155	.24	.39	.84	.67	12.32	20.88	49.71	17.08
Southwest	83	1.72	1.47	1.88	.05	48.69	34.54	16.49	.28
Rocky Mountains and Far West	127	2.84	1.06	.60	3.28	65.81	10.06	5.45	18.67
Private institutions:									
North Atlantic	428	1.07	.58	.73	.98	31.94	20.37	15.29	32.41
Great Lakes and Plains	385	1.10	.65	.78	1.12	28.37	21.97	22.81	26.86
South	262	1.25	.35	.64	.63	35.52	14.27	33.03	17.18
Southwest	60	1.34	1.84	1.52	1.27	5.12	47.81	30.88	16.18
Rocky Mountains and Far West	128	4.84	2.45	3.67	3.60	13.53	22.29	42.94	21.24

[1] From lowest to highest: 1st quarter=lowest per student expenditures for library.

Table 5.2.29.—Variable name: Per faculty library expenditures, U.S. colleges, regional quartile[1] norms, academic year 1963–64

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter: 1st (3)	2d (4)	3d (5)	4th (6)	Negroes in designated quarter—percent of all Negro students: 1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	100	0.84	2.92	2.77	10.19	5.49	45.46	14.83	34.22
Great Lakes and Plains	175	6.10	1.60	1.39	5.02	25.83	20.18	18.44	35.55
South	155	9.20	6.02	15.52	15.00	17.71	15.81	36.78	29.70
Southwest	83	2.40	6.47	2.68	5.45	7.01	35.16	23.46	34.36
Rocky Mountains and Far West	127	2.68	3.52	.67	1.37	36.96	33.64	9.79	19.61
Private institutions:									
North Atlantic	428	1.81	5.04	.92	1.60	23.42	60.87	7.02	8.69
Great Lakes and Plains	385	2.48	1.92	1.88	1.97	36.25	24.87	26.89	11.99
South	262	18.59	14.00	10.12	8.40	30.52	32.40	21.95	15.13
Southwest	60	6.46	15.40	1.16	.48	22.29	68.99	6.64	2.08
Rocky Mountains and Far West	128	.88	1.78	.64	1.32	20.35	49.17	20.67	9.80
All public institutions	640	4.59	3.51	5.24	6.01	13.47	21.95	33.55	26.02
All private institutions	1263	3.31	6.20	3.32	1.91	25.09	46.47	19.98	8.46
All institutions	1,903	3.90	4.20	5.20	4.46	21.72	31.59	30.98	15.71

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter: 1st (11)	2d (12)	3d (13)	4th (14)	Other nonwhite in designated quarter—percent of all nonwhite students: 1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	100	0.53	0.52	0.50	0.21	23.24	54.29	17.79	4.68
Great Lakes and Plains	175	1.08	.80	.52	.47	18.41	40.48	27.67	13.43
South	155	.33	.57	.35	.88	13.64	31.85	17.50	37
Southwest	83	1.08	1.85	.73	2.53	8.87	28.24	17.98	44.92
Rocky Mountains and Far West	127	2.70	3.02	1.28	1.79	33.78	26.13	16.86	23.23
Private institutions:									
North Atlantic	428	1.22	.74	.51	.64	49.19	27.85	12.21	10.75
Great Lakes and Plains	385	1.25	.66	.72	.88	43.20	20.08	24.17	12.55
South	262	1.58	.48	.36	.49	48.39	20.64	14.45	16.51
Southwest	60	2.18	.86	1.83	1.54	26.35	13.44	36.75	23.46
Rocky Mountains and Far West	128	3.95	2.44	3.62	4.12	29.90	21.92	38.24	9.93
All public institutions	640	1.54	.95	.72	1.15	28.40	27.38	21.33	22.89
All private institutions	1,263	1.52	.75	1.12	1.09	40.19	19.48	23.49	16.83
All institutions	1,903	1.56	.80	.97	1.05	35.81	24.98	23.85	15.35

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[1] From lowest to highest: 1st quarter=lowest per faculty expenditures for library.

Table 5.2.30.—Variable name: Per faculty library expenditure, U.S. colleges, national quartile[1] norms, academic year 1963–64

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	100	0.97	2.83	2.49	7.19	3.73	36.08	22.47	37.72
Great Lakes and Plains	175	3.58	1.60	.97	7.38	35.45	23.27	8.04	33.24
South	155	9.20	5.56	19.89	15.00	17.71	19.98	47.00	15.31
Southwest	83	2.16	4.77	5.40	1.81	7.31	47.20	40.82	4.68
Rocky Mountains and Far West	127	2.89	2.05	.99	1.34	47.05	29.67	15.45	7.84
Private institutions:									
North Atlantic	428	1.79	6.20	1.12	1.49	23.03	56.28	10.10	10.59
Great Lakes and Plains	385	2.63	1.83	2.07	1.66	35.90	24.93	24.75	14.42
South	262	17.59	12.92	12.12	7.75	22.96	40.29	26.66	10.10
Southwest	60	8.91	6.73	9.53	.60	21.55	24.75	49.69	4.01
Rocky Mountains and Far West	128	.89	2.45	1.01	.63	19.98	38.83	21.64	19.55

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	100	0.83	0.56	0.34	0.30	21.39	47.61	20.57	10.44
Great Lakes and Plains	175	1.27	.52	.27	.57	50.49	30.19	9.02	10.29
South	155	.33	.52	.65	.67	13.64	39.41	32.46	14.48
Southwest	83	1.43	1.11	1.48	3.32	13.62	30.75	31.48	24.16
Rocky Mountains and Far West	127	2.91	2.00	1.73	1.19	43.00	26.22	24.46	6.32
Private institutions:									
North Atlantic	428	1.22	.68	.64	.63	49.01	19.11	17.96	13.93
Great Lakes and Plains	385	1.33	.64	.50	1.12	42.64	20.39	13.99	22.98
South	262	1.90	.40	.46	.50	46.08	22.95	18.94	12.02
Southwest	60	2.40	1.17	1.98	1.22	20.27	15.00	36.08	28.66
Rocky Mountains and Far West	128	3.76	2.24	5.06	2.55	27.54	11.56	35.19	25.71

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[1] From lowest to highest: 1st quarter=lowest per faculty expenditures for library.

Table 5.2.31.—Variable name: Library expenditures versus total expenditures, U.S. colleges, regional quartile[1] norms, academic year 1963–64

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	100	1. 90	3. 86	4. 94	1. 81	17. 71	42. 35	32. 83	7. 11
Great Lakes and Plains	175	5. 73	2. 23	1. 90	3. 97	21. 37	41. 32	20. 34	16. 97
South	155	2. 85	8. 36	21. 65	18. 83	7. 52	24. 82	42. 55	25. 11
Southwest	83	1. 65	2. 00	4. 65	7. 82	6. 97	9. 83	41. 87	41. 33
Rocky Mountains and Far West	127	2. 80	2. 36	1. 04	10. 5	37. 26	39. 51	13. 71	9. 52
Private institutions:									
North Atlantic	428	1. 86	3. 76	1. 44	2. 19	16. 76	62. 71	12. 70	7. 82
Great Lakes and Plains	385	2. 03	1. 99	2. 00	2. 74	21. 51	38. 44	25. 27	14. 78
South	262	8. 43	16. 47	7. 46	18. 94	17. 21	44. 18	14. 37	24. 24
Southwest	60	. 51	3. 80	5. 76	10. 35	1. 76	14. 96	33. 77	49. 50
Rocky Mountains and Far West	128	1. 99	. 73	1. 07	1. 77	28. 55	34. 49	22. 12	14. 84
All public institutions	640	3. 06	3. 04	6. 55	7. 96	15. 85	20. 81	38. 11	25. 22
All private institutions	1, 263	2. 48	4. 68	2. 95	6. 45	15. 75	45. 61	18. 72	19. 93
All institutions	1, 903	2. 75	3. 95	5. 64	6. 83	15. 96	33. 15	30. 52	20. 37

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	100	0. 62	0. 54	0. 45	0. 10	38. 20	39. 23	19. 90	2. 67
Great Lakes and Plains	175	1. 11	. 78	. 42	. 41	16. 63	58. 01	18. 24	7. 11
South	155	. 44	. 56	. 58	. 56	24. 87	35. 07	24. 10	15. 96
Southwest	83	1. 65	1. 32	. 78	2. 86	19. 58	18. 23	19. 71	42. 48
Rocky Mountains and Far West	127	3. 07	2. 60	1. 28	1. 01	37. 07	39. 43	15. 23	8. 26
Private institutions:									
North Atlantic	428	1. 20	. 69	. 85	. 66	33. 67	35. 79	23. 19	7. 35
Great Lakes and Plains	385	1. 16	1. 03	. 49	. 75	28. 89	46. 88	14. 66	9. 56
South	262	1. 22	. 51	. 45	. 52	46. 20	25. 32	16. 03	12. 45
Southwest	60	2. 05	1. 89	1. 24	1. 43	24. 65	26. 06	25. 39	23. 90
Rocky Mountains and Far West	128	5. 16	1. 71	4. 67	6. 65	24. 05	26. 32	31. 49	18. 14
All public institutions	640	1. 49	1. 04	. 64	1. 02	35. 41	32. 61	17. 17	14. 81
All private institutions	1, 263	1. 43	. 84	1. 19	1. 26	31. 70	28. 51	26. 21	13. 58
All institutions	1, 903	1. 48	. 92	. 97	. 89	35. 47	31. 85	21. 65	11. 04

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[1] From lowest to highest: 1st quarter=library expenditures are smallest proporation of total expenditures.

Table 5.2.32.—Variable name: Library expenditures versus total expenditures, U.S. colleges, national quartile[1] norms, academic year 1963–64

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	100	1. 93	3. 86	3. 23	4. 14	17. 69	41. 88	15. 82	24. 61
Great Lakes and Plains	175	3. 61	2. 14	1. 73	5. 33	33. 95	37. 65	12. 56	15. 85
South	155	3. 46	7. 53	19. 09	19. 29	7. 36	24. 01	43. 56	25. 07
Southwest	83	1. 65	6. 04	5. 14	2. 19	6. 97	44. 67	39. 21	9. 14
Rocky Mountains and Far West	127	2. 89	1. 81	. 49	1. 57	51. 34	36. 21	4. 63	7. 81
Private institutions:									
North Atlantic	428	1. 67	4. 71	1. 43	2. 23	22. 46	56. 88	12. 94	7. 72
Great Lakes and Plains	385	2. 12	1. 92	2. 11	2. 56	20. 06	40. 64	24. 26	15. 03
South	262	12. 05	13. 29	8. 38	19. 41	11. 47	42. 24	20. 82	25. 47
Southwest	60	. 28	5. 11	5. 99	6. 72	. 57	11. 48	33. 16	54. 79
Rocky Mountains and Far West	128	1. 95	. 59	1. 04	1. 33	29. 83	15. 91	34. 76	19. 50

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	100	0. 62	0. 54	0. 58	0. 10	38. 15	39. 02	18. 92	3. 91
Great Lakes and Plains	175	1. 26	. 47	. 50	. 37	47. 68	33. 43	14. 48	4. 40
South	155	. 50	. 50	. 57	. 58	22. 65	33. 66	27. 73	15. 96
Southwest	83	1. 65	1. 43	1. 60	1. 38	19. 58	29. 86	34. 40	16. 17
Rocky Mountains and Far West	127	2. 96	2. 06	1. 04	1. 37	47. 61	37. 30	8. 90	6. 19
Private institutions:									
North Atlantic	428	1. 13	. 58	. 83	. 66	47. 54	21. 83	23. 46	7. 16
Great Lakes and Plains	385	1. 28	. 96	. 49	. 74	28. 58	48. 06	13. 15	10. 21
South	262	. 74	. 90	. 45	. 52	13. 18	53. 37	20. 89	12. 57
Southwest	60	2. 41	1. 00	2. 30	1. 05	17. 52	7. 87	44. 62	29. 99
Rocky Mountains and Far West	128	5. 16	1. 84	3. 41	4. 34	25. 71	16. 18	37. 30	20. 81

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[1] From lowest to highest: 1st quarter=library expenditures are smallest proportion of total expenditures.

Private institutions.—In all regions except the Southwest, the majority of Negro students—from 60 percent in the Great Lakes and Plains to nearly 80 percent in the North Atlantic—are in lower-half institutions. When all private institutions are combined, this figure is 61 percent. Similarly, it is only in the Southwest that Negroes are clearly a larger proportion of the student bodies in institutions that exceed the median; though among the others, it is only in the North Atlantic that a clear tendency to concentrate in poorer performing schools is evident. There is a modest tendency for the Negro proportion to be higher in the upper-half when all private institutions are combined.

Considering all institutions of higher learning, there is a consistent increase in the percent Negro in the student body as we move from the poorest to the best performing institutions. It may well be that these data reflect a fairly recent effort on the part of administrations of colleges attended by Negroes to do something about the quality of library services available to their students.

Room costs (tables 5.2.33 and 5.2.34)

Public institutions.—In each of the five regions at least half of the Negro students attend lower-half institutions; i.e., institutions in which room costs are less than average. This is especially pronounced in the Rocky Mountains and Far West and barely evident in the Southwest. But, when all public institutions are combined, it develops that more than 60 percent of the Negro students attending public institutions are in those institutions with room costs above the national median. Also, it is apparent that Negroes are a larger part of the student body in lower-half institutions; this is especially pronounced in the Great Lakes and Plains region, where more than 13 percent of the students are Negro in lowest-quarter schools but less than 2 percent are Negro in the upper-quarter ones, and in the South, where virtually 4 in every 10 students are Negro in colleges ranked in the second quarter. But, when all public institutions are combined, Negroes aggregate disproportionately into third-quartile schools, although they are considerably more numerous in the bottom two than in the top quarter.

Private institutions.—In the Great Lakes and Plains and the Rocky Mountains and Far West regions, a majority of Negro students attend schools that exceed the median room costs. But, in the other three regions such students are a minority, and for all private institutions combined there is a 50–50 split. However, it is apparent that a larger proportion of students are Negro in institutions charging below the median room rent, except possibly for the Rocky Mountain and Far West. When all private institutions are combined, more than twice as many of the students are Negro in below-median than in above-median institutions on room costs.

Combining all institutions, nearly two in every three Negro students attend colleges that charge below the national median for room rent, and Negroes are a substantially larger proportion of the student body in schools below the median cost level. The conclusion seems warranted that Negro students do manage, on the whole, to attend lower-cost institutions, at least inasmuch as room charges index these costs.

Tuition charges (tables 5.2.35, 5.2.36, 5.2.37, and 5.2.38)

Public institutions, resident tuition.—In the South and Southwest, most Negro students attend colleges above the regional median in resident tuition charges. In the remaining three regions, a strong reversal occurs, and when all public institutions are combined exactly half the Negro students attend colleges with below-median tuition charges. Again, Negro students in all regions except the Southwest are discernibly more likely to attend lower- than upper-half institutions, although the pattern is not very distinct in the South.

Public institutions, nonresident tuition.—When all public institutions are considered, somewhat less than half (43 percent) of all Negro students enrolled in them attend those below the median in tuition for out-of-State students. Regionally, Negroes concentrate in high-cost institutions notably in the Great Lakes and Plains and in the Southwest, and distinctly in low-cost institutions in the North Atlantic and the Rocky Mountains-Far West regions. With the single exception of the Southwest, however, the proportion Negro in the student body is greater in low-cost institutions than in high-tuition ones.

Table 5.2.33.—Variable name: Room costs, U.S. colleges, regional quartile[1] norms, as of 1964

Control and region	Number of institutions	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Public institutions:									
North Atlantic	105	5.93	5.15	2.04	1.71	17.34	52.43	10.09	20.14
Great Lakes and Plains	178	13.52	9.75	2.14	1.54	40.42	23.10	9.73	26.74
South	156	7.06	38.25	8.97	5.26	9.00	50.44	18.63	21.92
Southwest	84	3.51	18.30	7.14	1.58	11.59	38.22	27.85	22.34
Rocky Mountains and Far West	128	2.24	3.50	1.24	.73	32.66	41.11	9.48	16.76
Private institutions:									
North Atlantic	430	1.75	12.55	1.00	1.73	10.46	48.88	10.97	29.69
Great Lakes and Plains	395	4.12	2.25	1.72	1.59	30.52	14.29	20.11	35.09
South	271	33.17	11.60	16.22	5.14	37.50	18.27	28.80	15.43
Southwest	60	24.00	5.99	2.63	1.20	53.75	21.86	18.08	6.30
Rocky Mountains and Far West	132	2.16	.30	1.70	.94	17.01	6.50	40.52	35.97
All public institutions	651	5.76	7.31	10.81	1.92	19.42	18.57	42.43	19.58
All private institutions	1,288	4.98	9.81	5.40	1.40	17.59	33.13	33.27	16.01
All institutions	1,939	5.59	13.34	3.79	1.43	22.88	41.89	23.75	11.49

Control and region	Number of institutions	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st	2d	3d	4th	1st	2d	3d	4th
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Public institutions:									
North Atlantic	105	0.37	0.61	0.28	0.49	7.47	42.91	9.50	40.12
Great Lakes and Plains	178	5.76	.31	.96	.66	50.92	2.20	12.94	33.93
South	156	.29	.51	.25	.75	7.88	14.25	11.22	66.64
Southwest	84	1.03	.81	3.69	1.14	9.58	4.73	40.46	45.23
Rocky Mountains and Far West	128	2.33	2.69	1.61	1.41	30.82	28.74	11.25	29.19
Private institutions:									
North Atlantic	430	.80	1.61	.55	.87	14.88	19.57	18.98	46.56
Great Lakes and Plains	395	1.17	.84	.61	.94	20.78	12.75	16.96	49.51
South	271	.57	.50	.53	1.04	11.78	14.19	17.13	56.91
Southwest	60	1.60	2.35	1.34	1.37	12.55	29.99	32.37	25.09
Rocky Mountains and Far West	132	6.30	2.22	4.74	2.56	16.15	15.36	36.69	31.80
All public institutions	651	2.47	.74	.93	.91	36.05	8.18	15.73	40.04
All private institutions	1,288	1.14	1.03	1.25	1.01	18.27	12.53	27.74	41.46
All institutions	1,939	1.72	1.00	1.17	.89	28.58	12.70	29.69	29.03

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[1] From lowest to highest: 1st quarter=lowest room costs.

Table 5.2.34.—Variable name: Room costs, U.S. colleges, national quartile[1] norms, as of 1964

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	105	4.92	5.21	2.98	0.51	61.28	14.04	20.73	3.94
Great Lakes and Plains	178	11.61	3.22	1.48	1.53	64.17	5.57	11.23	19.02
South	156	7.06	21.75	5.52	2.47	9.00	68.72	20.63	1.65
Southwest	84	3.50	14.65	1.53	1.93	11.75	61.49	14.82	11.94
Rocky Mountains and Far West	128	2.74	1.72	.91	.33	76.53	3.27	17.72	2.47
Private institutions:									
North Atlantic	430	1.82	1.57	17.29	1.44	12.10	0.76	46.42	40.72
Great Lakes and Plains	395	3.98	2.79	1.91	1.54	31.00	7.83	22.90	38.26
South	271	22.16	16.93	19.73	2.01	15.45	47.17	32.67	4.71
Southwest	60	17.67	11.96	2.33	1.27	29.17	46.02	19.61	5.20
Rocky Mountains and Far West	132	2.16	.22	1.50	1.07	17.01	3.38	24.51	55.10

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	105	0.58	0.25	0.25	0.65	49.67	4.62	11.83	33.88
Great Lakes and Plains	178	3.27	.60	.77	.71	53.36	3.06	17.36	26.22
South	156	.29	.34	.63	1.32	7.88	23.00	50.37	18.75
Southwest	84	1.02	1.23	2.18	.94	9.67	14.56	59.45	16.32
Rocky Mountains and Far West	128	2.39	3.65	1.73	.34	60.62	6.33	30.73	2.32
Private institutions:									
North Atlantic	430	1.12	0.51	1.24	0.75	23.29	0.77	10.34	65.60
Great Lakes and Plains	395	1.20	.90	.67	.88	22.40	6.03	19.18	52.39
South	271	.73	.47	.66	1.11	9.21	23.77	19.97	47.06
Southwest	60	1.62	2.33	1.48	1.10	9.35	31.33	43.50	15.81
Rocky Mountains and Far West	132	6.30	2.33	5.63	2.52	16.15	11.75	29.94	42.16

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[1] From lowest to highest: 1st quarter=lowest room costs.

Table 5.2.35.—Variable name: Resident tuition,[1] U.S. colleges, regional quartile[2] norms, 1964

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	105	5.35	5.83	1.54	0.53	58.16	28.76	8.54	4.53
Great Lakes and Plains	178	15.16	6.35	1.05	1.63	40.16	29.67	4.45	25.72
South	156	11.60	13.16	9.97	11.27	14.01	24.28	26.74	34.97
Southwest	84	3.64	4.84	6.92	2.62	12.26	29.09	35.17	23.49
Rocky Mountains and Far West	128	3.47	1.62	.60	1.31	47.56	19.09	6.29	27.06
Private institutions:									
North Atlantic	430	1.48	9.73	1.66	1.41	3.60	50.18	21.14	25.07
Great Lakes and Plains	395	1.67	3.03	2.56	1.50	5.41	23.71	39.55	31.33
South	271	28.64	26.01	13.73	.61	26.28	42.85	29.16	1.71
Southwest	60	18.30	8.08	4.58	.80	37.80	29.50	27.70	4.99
Rocky Mountains and Far West	132	.43	1.55	1.08	1.27	7.66	18.22	22.50	51.61
All public institutions	651	5.96	6.52	5.58	3.37	25.05	24.67	24.30	25.98
All private institutions	1,288	7.88	12.92	2.17	1.37	17.30	52.60	14.04	16.06
All institutions	1,939	6.35	4.66	7.58	1.48	31.12	39.53	21.44	7.91

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	105	0.65	0.31	0.22	0.56	48.25	10.41	8.43	32.91
Great Lakes and Plains	178	6.56	.42	.27	.85	51.36	5.79	3.43	39.42
South	156	.27	.32	.41	.86	6.85	12.70	23.77	56.67
Southwest	84	1.12	.64	2.21	1.86	10.66	10.82	31.67	46.85
Rocky Mountains and Far West	128	3.24	2.10	.35	1.79	40.41	22.51	3.34	33.73
Private institutions:									
North Atlantic	430	1.66	.79	.69	.86	12.58	12.64	27.41	47.37
Great Lakes and Plains	395	.69	1.43	.52	.98	5.31	26.64	19.18	48.87
South	271	1.03	.53	.42	1.00	17.13	15.85	16.33	50.70
Southwest	60	3.21	1.82	1.74	.77	23.16	23.24	36.82	16.78
Rocky Mountains and Far West	132	4.85	4.93	3.65	2.15	27.98	18.83	24.75	28.43
All public institutions	651	2.32	.49	.90	.99	42.24	7.97	16.88	32.91
All private institutions	1,288	2.10	1.30	.84	1.05	16.61	19.13	19.64	44.63
All institutions	1,939	1.63	1.00	1.02	1.00	32.33	11.63	21.68	-------

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[1] Private institutions do not distinguish between resident and nonresident students in tuition charges. The values for private institutions apply to all students.

[2] From lowest to highest: 1st quarter=lowest tuition charges.

Table 5.2.36.—Variable name: Resident tuition,[1] U.S. colleges, national quartile[2] norms, 1964

Control and regions (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	105	6.08	2.58	0.61	0.00	58.02	38.77	3.21	0.00
Great Lakes and Plains	178	10.95	1.73	.64	0.00	63.81	35.66	.53	0.00
South	156	12.50	10.86	12.82	0.00	26.49	69.74	3.58	0.00
Southwest	84	7.02	2.26	0.00	0.00	70.26	29.74	0.00	0.00
Rocky Mountains and Far West	128	2.18	1.21	0.00	0.00	70.23	29.77	0.00	0.00
Private institutions:									
North Atlantic	430	1.30	2.07	13.71	1.53	2.88	.23	47.55	49.34
Great Lakes and Plains	395	1.87	1.27	2.77	1.77	3.79	1.64	45.61	48.96
South	271	32.88	23.56	17.11	.63	14.08	14.88	69.56	1.48
Southwest	60	21.29	24.50	4.44	.62	28.68	8.89	60.82	1.61
Rocky Mountains and Far West	132	1.35	.06	1.56	1.20	6.97	.79	23.14	69.10

Control and regions (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	105	0.68	0.26	0.80	0.00	44.54	26.51	28.95	0.00
Great Lakes and Plains	178	3.23	.72	.16	0.00	55.63	43.98	.39	0.00
South	156	.23	.64	.37	0.00	10.26	87.52	2.22	0.00
Southwest	84	.86	2.01	1.69	0.00	24.19	74.58	1.23	0.00
Rocky Mountains and Far West	128	2.17	1.63	0.00	0.00	63.47	36.53	0.00	0.00
Private institutions:									
North Atlantic	430	1.73	.96	.89	.78	11.94	.34	9.60	78.12
Great Lakes and Plains	395	.82	.48	1.01	.83	3.98	1.48	39.53	55.02
South	271	1.46	.62	.46	1.11	11.35	7.07	33.99	47.59
Southwest	60	1.42	10.53	1.50	.91	6.68	13.36	71.64	8.31
Rocky Mountains and Far West	132	4.76	5.10	4.35	2.60	7.98	22.31	20.95	48.76

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[1] Private institutions do not distinguish between resident and nonresident students in tuition changes. The values for private institutions apply to all students.

[2] From lowest to highest; 1st quarter=lowest tuition charges.

Table 5.2.37.—Variable name: Nonresident tuition, U.S. colleges, regional quartile[2] norms, 1964

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	105	3.96	6.36	1.97	2.15	44.57	24.68	9.30	21.45
Great Lakes and Plains	178	8.82	3.45	2.50	3.73	11.29	11.89	15.27	61.55
South	156	19.14	18.85	13.12	4.59	21.89	29.10	31.99	17.03
Southwest	84	2.63	3.56	9.08	1.95	7.10	9.54	61.37	21.99
Rocky Mountains and Far West	128	3.15	2.51	.67	1.03	34.15	36.89	5.92	23.03
Private institutions:[1]									
All public institutions	651	6.67	6.33	6.57	2.97	18.79	24.32	31.32	25.57

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	105	0.53	0.26	0.22	0.65	41.29	7.01	7.26	44.44
Great Lakes and Plains	178	.56	.30	.49	1.76	2.11	3.05	8.93	85.92
South	156	.24	.36	.43	.75	5.85	11.87	22.16	59.66
Southwest	84	1.28	4.08	.56	1.54	9.68	30.78	10.63	48.91
Rocky Mountains and Far West	128	2.04	2.94	1.51	1.39	20.14	39.44	12.16	28.26
Private institutions:[1]									
All public institutions	651	.68	1.54	.93	1.26	8.35	25.66	19.10	46.88

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[1] Reported for public institutions only.

[2] From lowest to highest: 1st quarter=lowest tuition charges.

Table 5.2.38.—Variable name: Nonresident tuition, U.S. colleges, national quartile[1] norms, 1964

Control and region (1)	Number of institutions (2)	Negroes as percent of all students in designated quarter				Negroes in designated quarter—percent of all Negro students			
		1st (3)	2d (4)	3d (5)	4th (6)	1st (7)	2d (8)	3d (9)	4th (10)
Public institutions:									
North Atlantic	105	5.26	0.00	1.79	3.21	30.03	0.00	9.40	60.57
Great Lakes and Plains	178	9.96	0.00	4.39	3.34	10.52	0.00	7.74	81.74
South	156	41.88	0.00	9.04	10.17	14.13	0.00	4.48	81.39
Southwest	84	3.19	0.00	2.78	4.40	2.92	0.00	3.31	93.78
Rocky Mountains and Far West	128	1.93	0.00	3.19	.99	4.59	0.00	60.14	35.26
Private institutions:[2]									

Control and region (1)	Number of institutions (2)	Other nonwhite as percent of all students in designated quarter				Other nonwhite in designated quarter—percent of all nonwhite students			
		1st (11)	2d (12)	3d (13)	4th (14)	1st (15)	2d (16)	3d (17)	4th (18)
Public institutions:									
North Atlantic	105	0.54	0.00	0.52	0.46	21.28	0.00	18.84	59.88
Great Lakes and Plains	178	.34	0.00	.62	1.32	1.06	0.00	3.25	95.69
South	156	.49	0.00	.14	.56	3.51	0.00	1.48	95.01
Southwest	84	1.65	0.00	.43	1.57	4.25	0.00	1.44	94.30
Rocky Mountains and Far West	128	1.59	0.00	2.81	1.49	3.43	0.00	48.28	48.29
Private institutions:[2]									

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[1] From lowest to highest: 1st quarter=lowest tuition charges.

[2] Reported for public institutions only.

Private institutions.—Negro students concentrate in low tuition private institutions in the North Atlantic, Great Lakes and Plains, and Rocky Mountains-Far West regions. For the Nation as a whole, there is a heavy concentration of Negroes in the lowest-cost quarter of schools.

Summary

It is important to remember that we have analyzed those data that were available to us from secondary sources; the only new datum secured specifically for this project was each institution's estimate of the number of Negro and other nonwhite students in its student body. Had time, budget, and the relevant collegiate institutions permitted, much additional data would have been presented to bear on the related questions of access to higher education and of access to quality in higher education. We feel especially restricted in our inability to speak on questions pertaining to the intellectual tone and interpersonal atmosphere of the campuses attended by minority students and of the more immediate environment that students create for themselves by their selection of activities and associates. Also, it is a substantial misfortune that the report speaks to the nature of the instructional staffs only by the very indirect route of faculty salaries. Patterns and sources of staff recruitment, conditions of employment and tenure, teaching load, research productivity, staff desegregation, administrative policies, student-faculty relations, admissions requirements, those relations between the admissions office and the public schools that determine the sources of supply of students to the institution, etc.—these are illustrative of the huge gaps in our knowledge about the complex sorting processes by which students do or do not attempt higher education, and arrive on one campus rather than another. We suspect, without proof, that those forces that decrease the proportion of minority group members, especially Negroes, in the collegiate population result from practices and conditions, including history and attitude, that have not the intent but only the effect of discrimination. The data in this report simply describe some of the grosser aspects of the distribution of students in the Nation's institutions of higher learning and are inappropriate to the task of explanation.

Perhaps, in summary, several overall characteristics can be stated: (1) Most of the Nation's Negro students attend institutions that rank fairly high on the measures of institutional quality used in this report; (2) Negroes constitute a smaller proportion of the student bodies in institutions that rank relatively high on most of the measures, compared to their proportion in institutions that rank relatively low; (3) any conclusions concerning the problem of resource-input into colleges serving the Nation's Negro students will vary grossly depending on the particular resource being considered.

There are several areas in which problems and deficiencies appear in compelling proportion. Perhaps the most distinct and significant of these is faculty salaries. Institutions that educate the Nation's Negro students simply do not compensate their faculties well, and this surely has severe implications for their competitive position in attracting able staff. The problem is starkly apparent in the South and Southwest, the two regions with both a heritage of segregated education and a heavy traditional numerical responsibility for the higher education of Negro citizens. Institutions to which Negro students come are also distinctly inept in their capacity to retain their entering students and move them through a normal progression toward a college degree. Again, this problem exists in its most pronounced form in the Southern States. Its implications are several: More Negro students invest their time and resources in attending college from which they do not receive the major payoff of graduation, and a larger proportion of faculty advisor and instructional time is invested in students whose educational development is aborted before graduation; but perhaps a more serious implication lies in the atmosphere of flux and instability created for those students who remain, a flavor of disorder and transience given the institutions by the constant movement in and out of students who do not participate fully in the total range of the institution's program and goals.

The implications of the favorable (i.e., low) ratio of students to faculty in institutions servicing Negroes are not clear. We do not observe any gross difference in per student expenditures as a function of the racial composition of the student body. If there are more teachers, and each teacher teaches more, then perhaps there is an inefficient use of faculty resources in Negro colleges and expert analysis of the economics of Negro college administration might permit the creation of a more efficient educational plant, even without the input of additional funds. It may be though that southern Negro institutions must deploy their resources in a different and more costly way; perhaps, for example, staff time must be committed to remediation work for which credit is not given, and perhaps instructional activities proliferate into areas incompatible with the scope of the college's assets.

5.3 Variations in Colleges by Proportion Negro in Student Body

The quantities presented in tables 5.3.1 through 5.3.18 describe characteristics of institutions with a designated proportion of Negro students. Institutions are classified by the proportion Negro in their total enrollment as of fall 1965. The value entered in each cell is a weighted average obtained by multiplying the characteristics of an institution by the number of full-time degree credit undergraduate students, summing these products over all applicable institutions, and dividing this sum by the total number of full-time degree credit undergraduate students in all these institutions. The characteristic is thus weighted by the number of students so that large colleges have a large effect on the average. The intent is to measure the characteristic as experienced by the average student. As an example, the figure 2,861 in the lower left cell of table 5.3.1 indicates that a student who attends a college in the United States that has no Negro students in enrolled on a campus that has 2,861 students on the average.

Size of student body (table 5.2.1)

The average student enrollment on campuses with no Negro students, and the average campus with a majority, are smaller than enrollments on other campuses. This is true for both public and private institutions, but is not characteristic of every region. The largest student bodies are, generally, those with either 0–2 or 2–5 percent Negro.

Tuition (tables 5.3.2 and 5.3.3)

Overall, the average student on a campus that has a large proportion of Negro students pays a lower tuition. The difference between resident and nonresident rates seems to be smaller in the South, where large numbers of out-of-State Negroes receive their college education.

Library resources and expenditures (tables 5.3.4 through 5.3.8)

Students attending colleges that have more than 10 percent Negro students generally find far fewer library books than do those on campuses with small Negro enrollment. A minor exception to this tendency may be seen in the figures for all private institutions where those with no Negro students have a relatively small library (table 5.3.4). Library books per student (table 5.3.5) for all public institutions are lowest in schools with 10–50 percent Negro and highest in those with no Negroes. In private institutions, each of the lowest three categories (1 percent Negro) exceeds any of three largest. The general conclusion over all institutions is that schools with very small proportion Negro spend significantly more per student on their libraries.

Per-faculty expenditures for the library (table 5.3.6) are often higher in predominantly Negro schools among public but not private institutions. In no region, however, neither in public nor private institutions, is there a simple relation between racial composition and this measure of library expenditures, except that in private institutions in the Rocky Mountains-Far West expenditures drop with increasing percent Negro. When all institutions are combined, it is only on campuses with few or with a majority of Negro students that expenditures per faculty member exceed $800.00.

Finally, library expenditures (table 5.3.8) are a slightly larger proportion of total institutional expenditures when the percent Negro is large, in both public and private colleges.

Student-faculty ratio (table 5.3.9)

There are fewer students per faculty member in institutions the majority of whose students are Negro, on both public and private campuses. The contrast is especially distinct in public colleges, where the 17 students per faculty member in majority-Negro institutions is well below the next lowest figure of 21 for those with no Negroes. Private institutions generally have fewer students per staff members, but even here the figure of 15 for majority-Negro places is below that for all other categories.

Faculty with earned doctorate (table 5.3.10)

The faculties in majority-Negro colleges generally have the lowest proportion with an earned doctorate, clearly so in public institutions and with the exception only of a small number that comprise the 5–10 percent Negro category among private institutions.

Table 5.3.1.—Variable name: Size of student body, 1965–66

Control and region	Negro enrollment											
	0 percent		0–2 percent		2–5 percent		5–10 percent		10–50 percent		50–100 percent	
(1)	Number of institutions (2)	Weighted average (3)	Number of institutions (4)	Weighted average (5)	Number of institutions (6)	Weighted average (7)	Number of institutions (8)	Weighted average (9)	Number of institutions (10)	Weighted average (11)	Number of institutions (12)	Weighted average (13)
Public institutions:												
North Atlantic	12	7, 578	71	11, 326	15	16, 592	7	22, 503	3	2, 160	7	1, 065
Great Lakes and Plains	45	2, 611	98	15, 569	29	22, 421	8	15, 814	11	20, 457	2	2, 045
South	29	3, 892	77	9, 601	15	6, 429	25	6, 817	3	2, 162	29	3, 564
Southwest	3	3, 206	49	13, 169	25	11, 264	8	2, 731	[1]	[1]	3	3, 538
Rocky Mountains and Far West	16	3, 261	91	9, 903	25	9, 985	9	7, 712	3	5, 762	[1]	[1]
Private institutions:												
North Atlantic	84	2, 854	278	6, 585	64	12, 317	14	11, 255	15	1, 996	2	7, 502
Great Lakes and Plains	60	481	259	4, 044	66	5, 546	22	4, 932	8	4, 235	1	612
South	90	1, 108	122	3, 463	16	2, 009	4	1, 058	1	766	50	1, 013
Southwest	9	889	35	4, 166	11	1, 772	1	539	[1]	[1]	6	813
Rocky Mountains and Far West	18	298	91	7, 254	22	3, 580	4	2, 220	2	32	[1]	[1]
All public institutions	105	4, 282	386	11, 966	109	15, 014	57	11, 587	20	16, 083	41	3, 268
All private institsions	261	1, 437	785	5, 451	179	8, 308	45	7, 910	26	3, 297	59	2, 203
All institutions	366	2, 861	1, 171	9, 338	288	12, 682	102	10, 670	46	13, 674	100	2, 864

[1] Data not available.

Table 5.3.2.—Variable name: Resident tuition, 1964

Control and region	Negro enrollment											
	0 percent		0-2 percent		2-5 percent		5-10 percent		10-50 percent		50-100 percent	
	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public institutions:												
North Atlantic	10	274	65	309	15	142	6	84	2	28	7	166
Great Lakes and Plains	41	197	91	286	27	258	7	219	10	83	2	63
South	24	275	66	246	13	298	22	160	3	141	28	235
Southwest	3	430	46	188	24	131	8	163	(1)	(1)	3	162
Rocky Mountains and Far West	12	206	83	145	22	118	9	143	2	(1)	(1)	(1)
Private institutions:												
North Atlantic	74	949	266	1,204	62	1,246	12	1,252	14	886	2	506
Great Lakes and Plains	54	606	251	996	61	976	20	763	8	766	1	641
South	86	663	117	871	15	689	4	403	1	583	48	453
Southwest	9	503	33	679	11	614	1	170	(1)	(1)	6	343
Rocky Mountains and Far West	17	417	90	915	20	926	4	760	1	(1)	0	0
All public institutions	90	260	351	233	101	195	52	154	17	75	40	212
All private institutions	240	714	757	1,039	169	1,074	41	1,003	24	802	57	456
All institutions	330	491	1,108	565	270	504	93	371	41	233	97	304

[1] Data not available.

Table 5.3.3.—Variable name: Nonresident tuition, 1964

Control and region	Negro enrollment											
	0 percent		0-2 percent		2-5 percent		5-10 percent		10-50 percent		50-100 percent	
	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public institutions:												
North Atlantic	10	558	65	596	15	302	6	72	2	628	7	592
Great Lakes and Plains	41	315	91	631	27	577	7	483	10	595	2	114
South	24	535	66	559	13	651	22	446	3	396	28	389
Southwest	3	692	46	511	24	442	8	413	(1)	(1)	3	456
Rocky Mountains and Far West	12	456	83	483	22	508	9	415	2	306	(1)	(1)
All public institutions	90	496	351	558	101	505	52	375	17	557	40	399

[1] Data not available.

Table 5.3.4.—Variable name: Volumes in library, academic year 1963–64

Control and region	Negro enrollment											
	0 percent		0–2 percent		2–5 percent		5–10 percent		10–50 percent		50–100 percent	
	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public institutions:												
North Atlantic	8	163, 238	64	333, 505	15	219, 196	5	586, 785	2	11, 075	6	52, 202
Great Lakes and Plains	40	60, 406	91	633, 419	27	1, 353, 140	6	629, 038	9	37, 819	2	78, 701
South	24	198, 514	67	422, 950	13	183, 323	21	98, 472	3	44, 906	27	92, 042
Southwest	3	57, 982	45	565, 164	24	195, 244	8	47, 811	(1)	(1)	3	105, 650
Rocky Mountains and Far West	11	109, 862	83	269, 193	22	245, 389	8	66, 789	3	26, 231	(1)	(1)
Private institutions:												
North Atlantic	73	182, 666	265	545, 332	62	665, 990	12	231, 223	14	33, 877	2	417, 195
Great Lakes and Plains	52	41, 025	249	280, 859	58	270, 213	19	129, 009	6	133, 031	1	35, 292
South	86	46, 376	114	282, 205	14	103, 043	4	89, 148	1	29, 229	43	59, 088
Southwest	9	36, 526	33	269, 716	11	66, 829	1	18, 198	(1)	(1)	6	27, 890
Rocky Mountains and Far West	17	30, 952	86	475, 922	20	198, 165	4	54, 240	1	5, 064	(1)	(1)
All public institutions	86	142, 895	350	448, 495	101	598, 209	48	287, 866	17	32, 435	38	89, 818
All private institutions	237	79, 747	747	414, 745	165	439, 568	40	176, 152	22	91, 911	52	129, 151
All institutions	323	110, 638	1, 097	434, 699	266	542, 668	88	257, 635	39	49, 772	90	104, 058

[1] Data not available.

Table 5.3.5.—Variable name: Library books per students, academic year 1963–64

Control and region	Negro enrollment											
	0 percent		0–2 percent		2–5 percent		5–10 percent		10–50 percent		50–100 percent	
	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public institutions:												
North Atlantic	8	32	64	33	15	22	5	27	2	5	6	66
Great Lakes and Plains	40	35	91	43	27	53	6	50	9	15	2	46
South	24	53	66	51	13	37	21	21	3	29	27	35
Southwest	3	38	45	45	24	24	8	24	(1)	(1)	3	45
Rocky Mountains and Far West	11	37	83	28	22	19	8	9	2	8	(1)	(1)
Private institutions:												
North Atlantic	73	104	265	89	62	86	12	43	14	84	2	81
Great Lakes and Plains	52	134	249	75	58	71	19	36	6	45	1	83
South	86	55	114	82	14	67	4	92	1	46	43	71
Southwest	9	82	33	79	11	78	1	46	(1)	(1)	6	46
Rocky Mountains and Far West	17	150	86	76	20	63	4	62	1	422	(1)	(1)
All public institutions	86	42	349	40	101	34	48	26	16	14	38	39
All private institutions	237	82	747	82	165	78	40	44	22	60	52	71
All institutions	323	63	1, 096	57	266	50	88	31	38	29	90	51

[1] Data not available.

Table 5.3.6.—Variable name: Per faculty library expenditure, academic year 1963–64

Control and region	Negro enrollment											
	0 percent		0–2 percent		2–5 percent		5–10 percent		10–50 percent		50–100 percent	
	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public institutions:												
North Atlantic	8	819	64	866	15	840	5	785	2	1,051	6	1,569
Great Lakes and Plains	40	916	91	732	27	747	6	1,100	9	871	2	1,094
South	24	789	67	738	13	920	21	781	3	706	27	993
Southwest	3	887	45	775	24	811	8	885	[1]	[1]	3	790
Rocky Mountains and Far West	11	888	83	836	22	685	8	776	3	323	[1]	[1]
Private institutions:												
North Atlantic	73	774	265	827	62	639	12	575	14	625	2	849
Great Lakes and Plains	52	1,025	249	819	58	773	19	755	6	1,066	1	541
South	86	760	114	887	14	868	4	791	1	534	43	744
Southwest	9	848	33	1,066	11	828	1	961	[1]	[1]	6	732
Rocky Mountains and Far West	17	1,105	86	907	20	831	4	714	1	492	[1]	[1]
All public institutions	86	840	350	784	101	785	48	849	17	706	38	1,019
All private institutions	237	813	747	855	165	720	40	660	22	880	52	761
All institutions	323	827	1,097	813	266	763	88	798	39	757	90	926

[1] Data not available.

Table 5.3.7.—Variable name: Per student library expenditure, academic year 1963–64

Control and region	Negro enrollment											
	0 percent		0–2 percent		2–5 percent		5–10 percent		10–50 percent		50–100 percent	
(1)	Number of institutions (2)	Weighted average (3)	Number of institutions (4)	Weighted average (5)	Number of institutions (6)	Weighted average (7)	Number of institutions (8)	Weighted average (9)	Number of institutions (10)	Weighted average (11)	Number of institutions (12)	Weighted average (13)
Public institutions:												
North Atlantic	8	41	64	54	15	40	5	39	2	28	6	97
Great Lakes and Plains	40	48	91	51	27	54	6	64	9	42	2	50
South	24	50	67	55	13	61	21	38	3	41	27	51
Southwest	3	41	45	48	24	35	8	32	(1)	(1)	3	43
Rocky Mountains and Far West	11	44	83	47	22	32	8	27	3	22	(1)	(1)
Private institutions:												
North Atlantic	73	85	265	66	62	76	12	37	14	64	2	99
Great Lakes and Plains	52	93	249	68	58	55	19	37	6	56	1	27
South	86	46	114	73	14	52	4	59	1	30	43	50
Southwest	9	51	33	68	11	61	1	44	(1)	(1)	6	45
Rocky Mountains and Far West	17	93	86	74	20	60	4	40	1	246	(1)	(1)
All public institutions	86	46	350	51	101	45	48	41	17	35	38	53
All private institutions	237	64	747	68	165	66	40	38	22	58	52	59
All institutions	323	56	1,097	58	266	52	88	40	39	41	90	55

[1] Data not available.

Table 5.3.8.—Variable name: Percent of total expenditure for library, academic year 1963–64

Control and region	Negro enrollment											
	0 percent		0–2 percent		2–5 percent		5–10 percent		10–50 percent		50–100 percent	
	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public institutions:												
North Atlantic	8	2	64	4	15	5	5	5	2	3	6	6
Great Lakes and Plains	40	5	91	4	27	4	6	4	9	2	2	2
South	24	5	67	4	13	5	21	5	3	1	27	5
Southwest	3	6	45	4	24	5	8	5	(1)	(1)	3	5
Rocky Mountains and Far West	11	5	83	4	22	3	8	4	3	2	(1)	(1)
Private institutions:												
North Atlantic	73	4	265	4	62	3	12	3	14	5	2	5
Great Lakes and Plains	52	5	249	4	58	4	19	4	6	6	1	4
South	86	4	114	4	14	5	4	5	1	3	43	5
Southwest	9	3	33	6	11	6	1	6	(1)	(1)	6	8
Rocky Mountains and Far West	17	6	86	4	20	5	4	5	1	3	(1)	(1)
All public institutions	86	4	350	4	101	4	48	4	17	2	38	5
All private institutions	237	4	747	4	165	4	40	3	22	5	52	5
All institutions	323	4	1,097	4	266	4	88	4	39	3	90	5

[1] Data not available.

Table 5.3.9.—Variable name: Student faculty ratio, fall 1963

Control and region	Negro enrollment											
	0 percent		0-2 percent		2-5 percent		5-10 percent		10-50 percent		50-100 percent	
	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public institutions:												
North Atlantic	8	22	64	21	15	23	5	21	2	69	6	16
Great Lakes and Plains	41	22	91	21	27	22	7	21	10	33	2	23
South	24	18	66	19	13	19	21	22	3	21	28	17
Southwest	3	26	46	23	24	27	8	28	(1)	(1)	3	20
Rocky Mountains and Far West	12	21	83	26	22	32	8	40	2	36	(1)	(1)
Private institutions:												
North Atlantic	70	12	265	20	58	16	11	25	14	13	2	11
Great Lakes and Plains	54	13	249	16	59	17	20	27	8	21	1	20
South	86	18	117	16	15	18	4	14	1	18	48	15
Southwest	9	19	33	18	10	18	1	22	(1)	(1)	6	16
Rocky Mountains and Far West	17	15	90	17	20	19	4	25	1	2	(1)	(1)
All public institutions	88	21	350	22	101	25	49	25	17	35	39	17
All private institutions	236	16	754	18	162	17	40	25	24	18	57	15
All institutions	324	18	1,104	20	263	22	89	25	41	31	96	16

[1] Data not available.

Table 5.3.10.—Variable name: Percent faculty with earned doctorate, 1963

Control and region	Negro enrollment											
	0 percent		0-2 percent		2-5 percent		5-10 percent		10-50 percent		50-100 percent	
(1)	Number of institutions (2)	Weighted average (3)	Number of institutions (4)	Weighted average (5)	Number of institutions (6)	Weighted average (7)	Number of institutions (8)	Weighted average (9)	Number of institutions (10)	Weighted average (11)	Number of institutions (12)	Weighted average (13)
Public institutions:												
North Atlantic	3	47	47	38	5	54	2	30	[1]	[1]	6	22
Great Lakes and Plains	2	46	49	41	12	28	2	23	2	42	2	34
South	12	29	49	30	12	32	3	26	1	17	18	19
Southwest	2	22	25	37	8	39	1	45	[1]	[1]	3	26
Rocky Mountains and Far West	4	37	32	40	2	27	1	32	[1]	[1]	[1]	[1]
Private institutions:												
North Atlantic	13	25	175	37	31	35	7	17	3	30	2	26
Great Lakes and Plains	10	32	179	30	35	26	6	23	4	29	1	27
South	31	32	78	32	12	23	2	28	1	33	28	29
Southwest	1	41	24	34	5	27	[1]	[1]	[1]	[1]	3	31
Rocky Mountains and Far West	8	22	67	38	15	35	3	25	[1]	[1]	[1]	[1]
All public institutions	23	36	202	37	39	35	9	28	3	34	29	21
All private institutions	63	30	523	34	98	31	18	20	8	30	34	29
All institutions	86	34	725	36	137	34	27	25	11	31	63	24

[1] Data not available.

Percent student body from State (table 5.3.11)

Generally, institutions with relatively few (0 percent) and relatively many (50–100 percent) Negro students are more likely to draw their students from outside the State. Negro institutions in the South are *not* distinctive, in relation either to other regional institutions or to other majority-Negro colleges, in drawing out-of-State students.

Salary structure (tables 5.3.12 through 5.3.15)

The lowest salaries are paid in institutions that have either no Negro students or a majority of Negro students. The best salaries are paid, depending on rank, in those colleges that enroll either 2–5 or 5–10 percent Negro. There is no consistent direction of change in salary with change in racial composition, but the overall pattern is clear; assistant professors in mostly Negro institutions earn $400 less in the academic year than those who teach on campuses that do not have Negro students, and $1,400 less than those where the student bodies are 5–10 percent Negro; and full professors in the predominantly Negro college earn, $300 less in the academic year than their counterparts in all-white colleges, and about $2,650 less than if they taught where 2–5 percent of the students are Negro. There is one striking difference between public and private institutions; in the latter, salaries are *higher* in mostly Negro than in all-white institutions. It should be noted that the magnitude of the salary discrepancy is not greater in the Southeast than in other regions, in public institutions; but in private institutions, the South follows the pattern of paying less well in Negro institutions while the rest of the Nation tends to pay poorer in all-white schools.

Per student expenditure (table 5.3.16)

Generally, per student expenditures peak in institutions with small percent Negro (0–5 percent) and are lowest in 10–50 percent Negro institutions. This occurs in both public and private institutions. Regional variation is substantial; for example, despite the overall contrary trend, all-white institutions in the Great Lakes-Plains spend more per student than any other category of private colleges in that region.

Research expenditures as proportion of total expenditures (table 5.3.17)

Many colleges do not report a separate budget item for organized research; thus, many of the cells in this table include no entries and a relatively few institutions affect whatever positive cell values appear. It seems clear that institutions with a large percent of Negro students (10–50 and 50–100 percent) do not invest substantial sums in organized research, and this is especially so in public institutions. Heaviest investments are made in universities with a small percent of Negroes (0–2 and 2–5 percent).

Table 5.3.11.—Variable name: Percent of student body from State, 1963

Control and region	Negro enrollment											
	0 percent		0-2 percent		2-5 percent		5-10 percent		10-50 percent		50-100 percent	
(1)	Number of institutions (2)	Weighted average (3)	Number of institutions (4)	Weighted average (5)	Number of institutions (6)	Weighted average (7)	Number of institutions (8)	Weighted average (9)	Number of institutions (10)	Weighted average (11)	Number of institutions (12)	Weighted average (13)
Public institutions:												
North Atlantic	8	85	64	92	15	94	5	99	2	99	6	87
Great Lakes and Plains	41	93	91	85	27	88	7	88	10	97	2	64
South	24	86	66	82	13	88	21	94	3	89	28	90
Southwest	3	93	46	88	24	91	7	97	([1])	([1])	3	95
Rocky Mountains and Far West	12	84	83	90	22	87	8	97	2	98	([1])	([1])
Private institutions:												
North Atlantic	70	37	265	68	58	71	11	34	14	73	2	23
Great Lakes and Plains	54	44	248	63	59	64	20	85	8	83	1	17
South	86	63	116	61	15	77	4	59	1	65	48	66
Southwest	9	43	33	79	10	82	1	87	([1])	([1])	6	82
Rocky Mountains and Far West	17	68	90	68	20	67	4	89	([1])	17	([1])	([1])
All public institutions	88	87	350	87	101	89	48	94	17	97	39	89
All private institutions	236	54	752	67	162	69	40	58	24	79	59	58
All institutions	324	70	1,102	79	263	82	88	85	41	93	96	77

[1] Data not available.

Table 5.3.12.—Variable name: Average salary for assistant professor, fall 1963

Control and region	Negro enrollment											
	0 percent		0-2 percent		2-5 percent		5-10 percent		10-50 percent		50-100 percent	
	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public institutions:												
North Atlantic	3	7, 633	38	7, 826	6	9, 359	2	10, 059	(1)	(1)	5	7, 756
Great Lakes and Plains	2	7, 891	43	7, 838	11	7, 914	2	7, 896	1	10, 571	2	7, 671
South	11	6, 644	45	7, 195	13	7, 180	3	6, 638	1	6, 174	19	6, 200
Southwest	2	6, 973	24	7, 401	7	7, 130	1	7, 183	(1)	(1)	2	6, 397
Rocky Mountains and Far West	2	7, 160	28	7, 693	2	7, 866	(1)	(1)	(1)	(1)	(1)	(1)
Private institutions:												
North Atlantic	5	6, 574	151	7, 278	27	7, 514	5	6, 974	2	5, 485	1	8, 159
Great Lakes and Plains	4	6, 900	142	7, 039	29	7, 142	5	6, 610	4	7, 182	(1)	(1)
South	24	5, 916	63	6, 598	8	6, 057	3	5, 580	(1)	(1)	20	5, 562
Southwest	1	5, 469	23	6, 076	5	5, 861	(1)	(1)	(1)	(1)	2	4, 844
Rocky Mountains and Far West	1	6, 020	50	7, 050	9	6, 658	(1)	(1)	(1)	(1)	(1)	(1)
All public institutions	20	7, 117	178	7, 592	39	7, 925	8	8, 353	2	8, 864	28	6, 429
All private institutions	35	6, 062	429	7, 025	78	7, 191	13	6, 785	6	6, 718	23	6, 301
All institutions	55	6, 774	607	7, 365	117	7, 646	21	7, 779	8	7, 398	51	6, 391

[1] Data not available.

Table 5.3.13.—Variable name: Average salary for associate professor, fall 1963

Control and region	Negro enrollment											
	0 percent		0-2 percent		2-5 percent		5-10 percent		10-50 percent		50-100 percent	
(1)	Number of institutions (2)	Weighted average (3)	Number of institutions (4)	Weighted average (5)	Number of institutions (6)	Weighted average (7)	Number of institutions (8)	Weighted average (9)	Number of institutions (10)	Weighted average (11)	Number of institutions (12)	Weighted average (13)
Public institutions:												
North Atlantic	3	9, 211	38	9, 414	6	11, 475	2	12, 080	(1)	(1)	5	9, 040
Great Lakes and Plains	2	9, 374	43	9, 202	11	9, 413	2	9, 396	1	10, 466	2	9, 070
South	11	7, 872	45	8, 258	13	8, 300	3	7, 632	1	7, 783	19	7, 297
Southwest	2	7, 478	24	8, 650	7	8, 413	1	7, 436	(1)	(1)	2	7, 274
Rocky Mountains and Far West	2	8, 496	28	9, 173	2	9, 479	(1)	(1)	(1)	(1)	(1)	(1)
Private institutions:												
North Atlantic	5	7, 438	145	8, 654	27	8, 998	6	8, 085	2	5, 525	1	9, 494
Great Lakes and Plains	2	7, 936	134	8, 145	28	8, 414	4	8, 079	4	8, 419	(1)	(1)
South	24	6, 478	62	7, 664	8	6, 606	3	6, 529	(1)	(1)	19	6, 199
Southwest	1	5, 864	23	7, 105	5	6, 836	(1)	(1)	(1)	(1)	2	5, 766
Rocky Mountains and Far West	(1)	(1)	49	8, 387	9	7, 594	1	6, 832	(1)	(1)	(1)	(1)
All public institutions	20	8, 397	178	8, 923	39	9, 446	8	9, 861	2	9, 424	28	7, 545
All private institutions	32	6, 651	413	8, 258	77	8, 493	14	7, 953	6	7, 627	22	7, 167
All institutions	52	7, 850	591	8, 658	116	9, 085	22	9, 152	8	8, 197	50	7, 434

[1] Data not available.

Table 5.3.14.—Variable name: Average salary for full professor, fall 1963

Control and region	Negro enrollment											
	0 percent		0-2 percent		2-5 percent		5-10 percent		10-50 percent		50-100 percent	
	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public institutions:												
North Atlantic	2	11, 062	38	11, 749	6	15, 413	2	16, 733	0	0	5	10, 212
Great Lakes and Plains	2	11, 032	43	11, 500	11	12, 409	2	12, 042	1	12, 286	2	10, 890
South	11	9, 302	45	10, 228	13	9, 951	3	8, 758	1	8, 894	19	8, 870
Southwest	2	8, 838	24	10, 596	7	10, 065	1	8, 626	(1)	(1)	2	8, 855
Rocky Mountains and Far West	2	10, 149	28	11, 844	2	12, 059	(1)	(1)	(1)	(1)	(1)	(1)
Private institutions:												
North Atlantic	4	8, 517	144	10, 986	26	12, 082	6	9, 772	2	6, 019	1	12, 177
Great Lakes and Plains	4	9, 178	133	9, 980	26	10, 108	3	9, 754	4	9, 753	(1)	(1)
South	24	7, 924	61	9, 529	7	7, 918	3	8, 026	(1)	(1)	19	7, 504
Southwest	1	6, 604	21	8, 465	2	7, 803	(1)	0	(1)	(1)	2	6, 898
Rocky Mountains and Far West	------	---------	49	10, 567	9	8, 784	1	7, 773	(1)	(1)	(1)	(1)
All public institutions	19	9, 961	178	11, 156	39	12, 131	8	12, 807	2	10, 969	28	9, 102
All private institutions	33	8, 031	408	10, 317	70	10, 890	13	9, 596	6	8, 731	22	8, 878
All institutions	52	9, 346	586	10, 823	109	11, 670	21	11, 617	8	94, 441	50	9, 036

[1] Data not available.

Table 5.3.15.—Variable name: Average salary full professor through instructor, fall 1963

Control and region	Negro enrollment											
	0 percent		0-2 percent		2-5 percent		5-10 percent		10-50 percent		50-100 percent	
(1)	Number of institutions (2)	Weighted average (3)	Number of institutions (4)	Weighted average (5)	Number of institutions (6)	Weighted average (7)	Number of institutions (8)	Weighted average (9)	Number of institutions (10)	Weighted average (11)	Number of institutions (12)	Weighted average (13)
Public institutions:												
North Atlantic	3	8, 577	38	8, 607	6	10, 601	2	11, 514	(1)	(1)	5	8, 152
Great Lakes and Plains	2	8, 268	43	8, 777	11	9, 417	2	8, 687	1	10, 005	2	8, 185
South	11	7, 296	45	7, 992	13	7, 838	3	6, 959	1	6, 784	19	6, 583
Southwest	2	7, 041	24	8, 176	7	7, 777	1	7, 419	(1)	(1)	2	6, 806
Rocky Mountains and Far West	2	6, 436	28	8, 893	2	9, 641	(1)	(1)	(1)	(1)	(1)	(1)
Private institutions:												
North Atlantic	7	6, 513	156	8, 268	27	8, 867	6	8, 040	3	5, 947	1	8, 309
Great Lakes and Plains	7	6, 336	147	7, 781	30	7, 872	5	7, 145	4	7, 895	(1)	(1)
South	25	6, 421	63	7, 543	8	6, 340	3	6, 047	(1)	(1)	19	5, 974
Southwest	1	5, 816	23	6, 770	5	5, 784	(1)	(1)	(1)	(1)	2	5, 473
Rocky Mountains and Far West	1	5, 470	50	8, 448	9	7, 107	1	7, 302	(1)	(1)	(1)	(1)
All public institutions	20	7, 573	178	8, 491	39	9, 112	8	9, 248	2	8, 754	28	6, 824
All private institutions	41	6, 379	439	7, 964	79	8, 175	15	7, 640	7	7, 352	22	6, 652
All institutions	61	7, 165	617	8, 279	23	8, 756	118	8, 643	9	7, 795	50	6, 773

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[1] Data not available.

Table 5.3.16.—Variable name: Expenditure per student, academic year 1964

Control and region	Negro enrollment											
	0 percent		0-2 percent		2-5 percent		5-10 percent		10-50 percent		50-100 percent	
	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average	Number of institutions	Weighted average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public institutions:												
North Atlantic	8	914	58	1,010	13	903	4	901	2	1,323	6	1,256
Great Lakes and Plains	39	890	88	1,036	25	1,058	7	1,074	9	441	2	1,109
South	24	764	65	942	13	959	18	525	3	685	27	912
Southwest	3	581	45	811	23	566	8	503	(1)	(1)	3	741
Rocky Mountains and Far West	11	732	74	879	20	573	9	458	2	494	(1)	(1)
Private institutions:												
North Atlantic	54	1,295	252	1,307	57	1,482	11	945	14	983	2	1,778
Great Lakes and Plains	45	1,252	245	1,103	58	1,050	18	744	7	903	1	832
South	80	804	115	1,083	15	952	4	1,093	1	859	46	908
Southwest	8	769	33	932	9	661	1	838	(1)	(1)	6	672
Rocky Mountains and Far West	15	1,073	81	1,217	20	1,090	3	851	1	2,863	(1)	(1)
All public institutions	85	803	330	943	94	839	46	689	16	520	38	929
All private institutions	202	987	726	1,187	159	1,239	37	879	23	932	55	1,054
All institutions	287	893	1,056	1,043	253	979	83	736	39	613	93	976

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[1] Data not available.

Table 5.3.17.—Variable name: Percent of total expenditure for research

Control and region	Negro enrollment											
	0 percent		0-2 percent		2-5 percent		5-10 percent		10-50 percent		50-100 percent	
(1)	Number of institutions (2)	Weighted average (3)	Number of institutions (4)	Weighted average (5)	Number of institutions (6)	Weighted average (7)	Number of institutions (8)	Weighted average (9)	Number of institutions (10)	Weighted average (11)	Number of institutions (12)	Weighted average (13)
Public institutions:												
North Atlantic	9	12	58	12	13	3	4	(1)	2	(1)	6	(1)
Great Lakes and Plains	39	(1)	88	17	25	16	7	6	9	(1)	2	1
South	24	4	65	22	13	14	18	1	3	(1)	27	(1)
Southwest	3	(1)	45	30	23	4	8	(1)	(1)	(1)	3	2
Rocky Mountains and Far West	11	(1)	74	18	20	11	9	1	2	(1)	(1)	(1)
Private institutions:												
North Atlantic	58	19	254	13	60	54	12	30	14	17	2	10
Great Lakes and Plains	45	1	245	20	61	10	18	1	8	(1)	1	(1)
South	80	(1)	115	15	15	(1)	4	(1)	1	(1)	46	1
Southwest	8	(1)	38	10	10	(1)	1	(1)	(1)	(1)	6	(1)
Rocky Mountains and Far West	15	2	81	34	20	24	3	(1)	1	(1)	(1)	(1)
All public institutions	86	4	330	19	94	10	46	2	16	(1)	38	1
All private institutions	206	5	728	18	166	32	38	17	24	6	55	3
All institutions	292	5	1,058	19	260	18	84	6	40	1	93	1

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[1] Data not available.

Freshmen as percent of student body (table 5.3.18)

Freshmen are a larger percent of the student body in all-white and majority-Negro institutions than in less extreme ones, in both public and private colleges. In the South, for example, they compose approximately one-third of the student body in both these extreme categories, but approximately one-fourth in all other categories. The larger percentages indicate roughly poorer survival rates, but the matter is complicated by transfer rates which are not available.

5.4 Proportions awarding earned doctorate, budgeting for organized research, and housing chapters of AAUP and PBK (tables 5.4.1 through 5.4.8)

To this point, we have been able to characterize institutions by measuring amounts (e.g., expenditure per student). We turn now to several attributes, which, for any given institution, either do or do not exist. These are whether an institution has or does not have a chapter of Phi Beta Kappa and a chapter of the American Association of University Professors, and whether it does or does not award the earned doctorate degree and report a separate line item for organized research.

We have divided the colleges in each region by the percent Negro in the student body, and for each level of Negro enrollment we simply report the percent of institutions having the given characteristic. Institutions that offer the earned doctorate, budget expressly for organized research, and have an AAUP chapter and a Phi Beta Kappa chapter are assumed to be more likely to offer a superior education than are those that do not. Thus in the event that, say, with an increasing proportion of Negroes in the student body there is a decreasing probability that the earned doctorate is awarded, one may contend that Negroes attend institutions that offer them less than equal educational opportunity.

The summary tabulations are repeated for other nonwhite but there is no discussion of them in the text.

Earned doctorate award.—Generally in private institutions there is no apparent tendency for the racial composition of the student body to have any systematic relation to whether or not the institution offers the doctorate (table 5.4.1), though few of those with more than 5 percent Negro do so. In public institutions, there is an overall tendency for the proportion offering the doctorate to peak in institutions with a few Negro students (0–2 percent) and to decrease thereafter. Institutions with no Negro students are unlikely to offer the doctorate except in the North Atlantic region, and only in this region is there a nearly linear tendency for the proportion offering the doctorate to decrease as percent Negro increases. One conclusion is clear: Institutions serving predominantly Negro students tend not to offer the doctor's degree. Thus, only one public institution of 57 in the South with more than 5 percent Negro students does so, and in the Southwest none of the 11 such institutions do. In the Rocky Mountains-Far West, only 2 of 37 schools with more than 2 percent Negro awards the doctorate and in the Great Lakes and Plains only 6 of 50.

Table 5.3.18.—Variable name: Percent of freshmen in student body, fall 1965

Control and region	Negro enrollment											
	0 percent		0-2 percent		2-5 percent		5-10 percent		10-50 percent		50-100 percent	
(1)	Number of institutions (2)	Weighted average (3)	Number of institutions (4)	Weighted average (5)	Number of institutions (6)	Weighted average (7)	Number of institutions (8)	Weighted average (9)	Number of institutions (10)	Weighted average (11)	Number of institutions (12)	Weighted average (13)
Public institutions:												
North Atlantic	8	24	53	22	6	15	2	11	1	1	6	27
Great Lakes and Plains	3	33	51	25	13	25	3	24	2	15	2	27
South	13	32	63	25	14	25	4	28	1	26	21	33
Southwest	2	32	27	22	8	21	1	35	(1)	(1)	3	28
Rocky Mountains and Far West	7	32	34	21	3	20	2	26	(1)	(1)	(1)	(1)
Private institutions:												
North Atlantic	50	18	245	22	56	18	12	11	11	31	2	24
Great Lakes and Plains	39	26	237	26	63	22	19	21	8	13	1	39
South	49	31	101	25	13	26	3	27	1	35	40	32
Southwest	6	29	31	24	10	26	(1)	(1)	(1)	(1)	6	36
Rocky Mountains and Far West	13	28	87	21	21	23	4	11	2	(1)	(1)	(1)
All public institutions	33	30	228	24	44	22	12	22	4	17	32	31
All private institutions	157	27	701	23	163	21	38	15	22	20	49	31
All institutions	190	29	929	24	207	22	50	19	26	19	81	31

[1] Data not available.

Table 5.4.1.—Percent of institutions offering the earned doctor's degree by region, control, and percent Negro in student body, October 1965

	Percent Negro in student body									
	0 percent		0–2 percent		2–5 percent		5–50 percent		50–100 percent	
Public institutions:										
North Atlantic	16.67	(12)	12.68	(71)	13.34	(15)	0.00	(10)	0.00	(7)
Great Lakes and Plains	0.00	(45)	14.29	(98)	13.80	(29)	10.53	(19)	0.00	(2)
South	3.45	(29)	25.98	(77)	20.00	(15)	0.00	(28)	3.45	(29)
Southwest	0.00	(3)	22.45	(49)	16.00	(25)	0.00	(8)	0.00	(3)
Rocky Mountains and Far West	6.25	(16)	14.29	(91)	4.00	(25)	8.50	(12)	0.00	(0)
Private institutions:										
North Atlantic	5.96	(84)	12.95	(278)	21.88	(64)	17.24	(29)	50.00	(2)
Great Lakes and Plains	6.67	(60)	5.02	(259)	9.10	(66)	3.33	(30)	0.00	(1)
South	1.12	(90)	7.38	(122)	0.00	(16)	0.00	(5)	2.00	(50)
Southwest	11.12	(9)	17.15	(35)	9.10	(11)	0.00	(1)	0.00	(6)
Rocky Mountains and Far West	11.12	(18)	13.19	(91)	18.19	(22)	0.00	(6)	0.00	(0)
All public institutions	3.81	(105)	17.36	(386)	12.85	(109)	3.90	(77)	2.44	(41)
All private institutions	4.99	(261)	9.69	(785)	13.97	(179)	7.41	(81)	3.39	(59)
All institutions	4.65	(366)	12.22	(1,171)	13.55	(288)	6.08	(148)	3.00	(100)

Table 5.4.2.—Percent of institutions offering the earned doctor's degree by region, control, and percent other nonwhite in student body, October 1965

	Percent other nonwhite in student body							
	0 percent		0–2 percent		2–5 percent		5–100 percent	
All public institutions	6.95	(216)	14.56	(419)	31.43	(56)	3.70	(27)
All private institutions	5.73	(384)	7.81	(756)	20.87	(139)	15.79	(76)
All institutions	6.17	(600)	10.22	(1,175)	21.03	(195)	12.62	(103)

Table 5.4.3.—Percent of institutions having a Phi Beta Kappa Chapter by region, control, and percent Negro in student body, fall 1965

	Percent Negro in student body									
	0 percent		0–2 percent		2–5 percent		5–50 percent		50–100 percent	
Public institutions:										
North Atlantic	0.00	(12)	9.86	(71)	20.00	(15)	10.00	(10)	0.00	(7)
Great Lakes and Plains	0.00	(45)	7.15	(98)	6.90	(29)	0.00	(19)	0.00	(2)
South	3.45	(29)	11.69	(77)	6.67	(15)	3.57	(28)	0.00	(29)
Southwest	0.00	(3)	22.45	(49)	16.00	(25)	0.00	(8)	0.00	(3)
Rocky Mountains and Far West	0.00	(16)	5.50	(91)	4.00	(25)	0.00	(12)	0.00	(0)
Private institutions:										
North Atlantic	2.39	(84)	13.67	(278)	14.07	(64)	3.45	(29)	50.00	(2)
Great Lakes and Plains	1.67	(60)	8.50	(259)	10.61	(66)	0.00	(30)	0.00	(1)
South	4.45	(90)	10.66	(122)	0.00	(16)	0.00	(5)	2.00	(50)
Southwest	0.00	(9)	5.72	(35)	0.00	(11)	0.00	(1)	0.00	(6)
Rocky Mountains and Far West	0.00	(18)	9.89	(91)	4.55	(22)	0.00	(6)	0.00	(0)
All public institutions	.96	(105)	8.29	(386)	6.43	(109)	2.60	(77)	0.00	(41)
All private institutions	2.69	(261)	10.71	(785)	9.50	(179)	1.23	(81)	3.39	(59)
All institutions	2.19	(366)	9.91	(1,171)	8.34	(288)	2.03	(148)	2.00	(100)

Table 5.4.4.—Percent of institutions having a Phi Beta Kappa Chapter, by control and percent of other nonwhite in student body, fall 1965

	Percent other nonwhite in student body							
	0 percent		0–2 percent		2–5 percent		5–100 percent	
All public institutions	2. 32	(216)	7. 64	(419)	5. 36	(56)	7. 41	(27)
All private institutions	3. 91	(384)	10. 72	(756)	10. 08	(139)	1. 32	(76)
All institutions	3. 34	(600)	9. 62	(1, 175)	8. 72	(195)	2. 91	(103)

Table 5.4.5.—Percent of institutions having an AAUP Chapter, by region, control, and percent Negro in student body, fall 1965

	Percent Negro in student body									
	0 percent		0–2 percent		2–5 percent		5–50 percent		50–100 percent	
Public institutions:										
North Atlantic	33. 34	(12)	69. 02	(71)	60. 00	(15)	60. 00	(10)	71. 43	(7)
Great Lakes and Plains	15. 56	(45)	60. 21	(98)	58. 63	(29)	52. 63	(14)	100. 00	(2)
South	58. 63	(29)	80. 52	(77)	80. 00	(15)	42. 86	(28)	65. 52	(29)
Southwest	100. 00	(3)	73. 47	(49)	68. 00	(25)	62. 50	(8)	100. 00	(3)
Rocky Mountains and Far West	25. 00	(16)	82. 42	(91)	76. 00	(25)	75. 00	(12)	0. 00	(0)
Private institutions:										
North Atlantic	22. 62	(84)	74. 46	(278)	59. 38	(64)	41. 38	(29)	100. 00	(2)
Great Lakes and Plains	33. 34	(60)	72. 59	(259)	66. 67	(66)	40. 00	(30)	100. 00	(1)
South	67. 78	(90)	76. 23	(122)	81. 25	(16)	80. 00	(5)	66. 00	(50)
Southwest	11. 12	(9)	65. 72	(35)	63. 64	(11)	0. 00	(1)	66. 67	(6)
Rocky Mountains and Far West	38. 89	(18)	78. 03	(91)	59. 10	(22)	16. 67	(6)	0. 00	(0)
All public institutions	33. 34	(105)	72. 80	(386)	67. 89	(109)	54. 55	(77)	70. 74	(41)
All private institutions	41. 38	(261)	74. 14	(785)	64. 25	(179)	35. 80	(81)	67. 80	(59)
All institutions	39. 08	(366)	73. 70	(1, 171)	65. 63	(288)	47. 97	(148)	69. 00	(100)

Table 5.4.6.—Percent of institutions having an AAUP Chapter, by control and percent other nonwhite in student body, fall 1965

	Percent other nonwhite in student body							
	0 percent		0–2 percent		2–5 percent		5–100 percent	
All public institutions	49. 54	(216)	71. 60	(419)	60. 72	(56)	74. 07	(27)
All private institutions	45. 84	(384)	75. 93	(756)	64. 03	(193)	34. 21	(76)
All institutions	47. 17	(600)	74. 39	(1,175)	63. 08	(195)	53. 40	(103)

Table 5.4.7.—Percent of institutions having separate research budget, by region, control, and percent Negro in student body, October 1965

	Percent Negro in student body									
	0 percent		0-2 percent		2-5 percent		5-50 percent		50-100 percent	
Public institutions:										
North Atlantic	11. 11	(9)	13. 79	(58)	15. 38	(13)	0. 00	(6)	16. 67	(6)
Great Lakes and Plains	0. 00	(39)	22. 73	(88)	24. 00	(25)	6. 25	(16)	100. 00	(2)
South	20. 83	(24)	41. 54	(65)	46. 15	(13)	9. 52	(21)	18. 52	(27)
Southwest	0. 00	(3)	44. 44	(45)	21. 74	(23)	0. 00	(8)	66. 67	(3)
Rocky Mountains and Far West	0. 00	(11)	27. 03	(74)	5. 00	(20)	27. 27	(11)	0. 00	(0)
Private institutions:										
North Atlantic	6. 90	(58)	32. 42	(256)	27. 59	(58)	23. 07	(26)	100. 00	(2)
Great Lakes and Plains	6. 67	(45)	16. 73	(245)	22. 95	(61)	15. 38	(26)	0. 00	(1)
South	5. 00	(80)	19. 13	(115)	0. 00	(15)	0. 00	(5)	13. 04	(46)
Southwest	0, 00	(8)	27. 27	(33)	20. 00	(10)	0. 00	(1)	16. 67	(6)
Rocky Mountains and Far West	6. 67	(15)	32. 10	(81)	20. 00	(20)	0. 00	(4)	0. 00	(0)
All public institutions	6. 98	(86)	28. 79	(33)	21. 28	(94)	11. 29	(62)	26. 32	(38)
All private institutions	5. 83	(206)	24. 79	(730)	21. 95	(164)	16. 13	(62)	16. 36	(55)
All institutions	6. 16	(292)	26. 04	(10, 060)	21. 71	(258)	12. 90	(124)	20. 43	(93)

Table 5.4.8.—Percent of institutions having separate research budget, by control and percent other nonwhite in student body, October 1965

	Percent other nonwhite in student body							
	0 percent		0-2 percent		2-5 percent		5-100 percent	
All public institutions	13.71	(175)	26.59	(361)	28.00	(50)	12.50	(24)
All private institutions	13.64	(308)	22.28	(718)	29.91	(128)	14.29	(63)
All institutions	13.66	(483)	23.73	(1, 079)	28.65	(178)	13.79	(87)

Phi Beta Kappa chapter (table 5.4.3)

In both private and public institutions, colleges that have some but not very many Negro students (0–2 percent) are most likely to have Phi Beta Kappa chapters. Only 1 among 104 public institutions, and only 8 among 366 institutions both public and private with no Negro students have this honorary scholastic society. On the other hand, there are only 2 chapters in the 118 public institutions that are over 5 percent Negro, and only 3 chapters in 140 such private institutions.

American Association of University Professors chapter (table 5.4.5)

There is a minor tendency for campuses with some but not over 2 percent Negro students to be more likely to have AAUP chapters. These chapters seem to be least common on campuses that have no Negro students. Overall, however, perhaps the safest conclusion is that there are no clear indications that the racial composition of the student body is much related to the presence or absence of chapters of the AAUP.

Separate research budget.—In most of the regions, institutions with a small percent Negro (0–5 percent) are more likely than segregated white or largely Negro institutions to have committed institutional funds specifically to research.

It is important to remember that the segregated white colleges and the predominantly Negro colleges are considerably smaller than average, and this fact is related to the association between percent Negro and some of the measures discussed in this section. The research budget item is perhaps the best example.

5.5 Distribution of minorities by type of institution (tables 5.5.1 through 5.5.5)

There is no acceptable or widespread quantitative measure by which the quality of an educational institution is judged. However, a case can be made for the position that, in any given State, that State's university at least is expected by its citizens to be the best public institution of higher learning within its borders. It is not uncommon for the citizens to take great pride in their State university, and in some States, such as California, the higher admission standards for the university system compared to other public colleges reinforces the suggestion that the university is the educational center of the State. Also, it is common to speak of the university, or university system, as the capstone of public education in the State, again reflecting the widespread assumption, best stated, perhaps, as "if it isn't the best, it ought to be."

We now inquire whether Negroes are as likely to attend the State university as to attend other educational units. If Negroes are less common in the State's best educational unit, it is irrelevant whether choice, academic readiness, finances, recruitment practices, or blind prejudice kept them away; the pertinent observation is that a larger proportion of Negroes than of whites receive their college training in institutions that are inferior; i.e., that are less than the best the area intends to offer.

Table 5.5.1 reports the pertinent data for first-time students in each of eight regions. The figures entered are the proportion Negro in each type of institution in each region. In every region, Negroes are more likely to enter the State college system than the State university. This event is easily interpreted in the South and Southwest, where traditions of segregated education have kept Negro students out of State universities until recently, but the reasons for its prevalence in other regions are less visible. Indeed, except in two regions, the Southwest and New England, in which the proportion Negro in the State universities slightly exceeds that in the public senior municipal and community colleges, Negroes are a smaller part of the student body in the universities than in any other type of public institution.

Among private institutions, there is very little distinction overall; the proportions are remarkably alike over the three identified types in most regions. In the two southern regions Negroes are much more frequent in senior colleges not offering graduate degrees than in those that do, but the reverse is true in the Mideast.

Table 5.5.3 presents analogous data for all degree credit students, and it does not compel any contrasting or qualified conclusions. Only in New England are Negroes relatively (slightly) more frequent in State universities than in State colleges, and except in New England and the Southwest Negroes are a smaller part of the student body in State universities than in any other part of the public system of higher education.

If short-term trends existed for given types of institutions to increase the proportion of Negroes in their student bodies, this should appear as a higher proportion Negro among first-time than among all degree credit students. Although this trend certainly may characterize specific institutions, careful comparison of identical cells for the two tables suggests that the trend is not evident for the categories that we have employed.

The conclusions supported by table 5.5.5 should be compatible with those based on the immediately prior table 5.5.1 and 5.5.3, since they simply report the same data in a different form. Each column sums to 100 percent, with the cell value reporting the percent of all students of given race and region who attend a particular type of institution; for example, the value 18.33 in the upper left portion is read as follows: 18.33 percent of all white college students in New England are enrolled in the public university system.

Comparisons across columns and within regions indicate that only in the Rocky Mountain States are Negro college students as likely as whites to attend the State university. In most regions, most notably in the Great Lakes, South, and Southwest, the racial discrepancy in the proportion in State universities is very distinctive. In the South and Southwest, schools in the State college system service over half of all Negro students and a substantially smaller proportion of whites; in all other regions except the Mideast, a larger proportion of whites than of Negroes enroll in the State colleges. An obvious complement of this statement is that in these regions Negro students must concentrate in other types of collegiate institutions, and at least in the Great Lakes, Plains, and Far West a pronounced tendency develops for the public junior college system to have the unique function of carrying the mission of educating Negro students. In New England, the South, and the Southwest, private institutions carry a relatively heavier share in the education of Negroes than of whites, and it seems especially that those private institutions not offering graduate education are those in which Negroes are relatively more likely than whites to concentrate.

Table 5.5.1.—Percent of first-time students who are Negro, October 1965

Type of institution	Region							
	New England	Mideast	Great Lakes	Plains	South	Southwest	Rocky Mountains	Far West
State university system	0.22	0.94	1.81	1.09	2.29	1.42	0.46	1.01
State college system	.37	6.58	2.46	2.21	18.94	9.59	.80	2.90
Public senior municipal and community colleges	0.00	4.40	2.92	14.62	3.20	1.49	.86	7.15
Public junior colleges, technical institutes, etc.	1.84	4.37	8.43	6.75	7.45	3.15	1.59	2.85
Private senior college offering graduate degree	.90	3.84	2.23	.86	9.46	.92	.70	1.96
Private senior college not offering graduate degree	1.20	2.78	2.57	1.26	19.58	19.04	.53	1.24
Private junior college and other	.90	1.90	2.74	1.35	6.87	1.57	0.00	1.64

Table 5.5.2.—Percent of first-time students who are other nonwhite, October 1965

Type of institution	Region							
	New England	Mideast	Great Lakes	Plains	South	Southwest	Rocky Mountains	Far West
State university system	0.24	0.88	0.59	0.69	0.57	1.03	1.35	3.65
State college system	.10	.25	.35	.47	.36	2.37	1.11	2.17
Public senior municipal and community colleges	.00	.80	.07	.31	.31	.00	.79	3.58
Public junior colleges, technical institutes, etc.	.15	.60	2.39	.50	.10	1.60	1.16	2.70
Private senior college offering graduate degree	.44	.98	.82	.42	.52	.84	1.03	5.02
Private senior college not offering graduate degree	.50	.69	.54	.75	.93	2.08	.65	9.56
Private junior college and other	.56	.88	.88	.90	.34	5.58	.38	11.12

Table 5.5.3.—Percent of total degree credit students who are Negro, October 1965

Type of institution	Region							
	New England	Mideast	Great Lakes	Plains	South	Southwest	Rocky Mountains	Far West
State university system	0.48	0.90	1.68	1.80	2.18	1.58	0.98	0.83
State college system	.32	5.28	2.87	1.85	18.00	9.50	.66	1.33
Public senior municipal and community colleges	0.00	5.47	14.53	11.95	3.59	.88	.70	1.72
Public junior colleges, technical institutes, etc.	1.81	6.03	10.84	6.12	7.70	3.12	1.30	2.90
Private senior college offering graduate degree	.75	3.69	2.38	1.13	8.49	.95	.96	1.19
Private senior college not offering graduate degree	1.04	2.09	2.60	1.18	18.76	16.38	.69	1.16
Private junior college and other	.80	1.85	3.58	1.56	7.19	1.83	.04	1.57

Table 5.5.4.—Percent of total degree-credit students who are other nonwhite, October 1965

Type of institution	Region							
	New England	Mideast	Great Lakes	Plains	South	Southwest	Rocky Mountains	Far West
State university system	0.34	0.96	0.84	1.37	0.67	1.36	0.84	3.05
State college system	.19	.17	.33	.39	.48	1.82	1.59	.48
Public senior municipal and community colleges	0.00	.68	.99	.27	.45	.04	.67	1.72
Public junior colleges, technical institutes, etc	.21	.77	4.24	.58	.11	1.46	1.13	2.88
Private senior college offering graduate degree	.66	1.05	.98	.53	.73	1.23	1.41	3.12
Private senior college not offering graduate degree	.61	.54	.94	.77	.83	1.76	.67	8.01
Private junior college and other	.46	.89	1.10	.93	.39	5.70	.61	9.25

Table 5.5.5.—Distribution of white, Negro, and other nonwhite degree-credit students by type of institution, within regions, October 1965

	New England				Mideast			
	Number of institutions	White	Negro	Other nonwhite	Number of institutions	White	Negro	Other nonwhite
Public university system	7	18.33	12.45	12.74	3	7.96	1.88	9.28
Public State college system	28	18.82	8.48	7.41	30	11.29	16.30	2.42
Municipal and community colleges	0	0.00	0.00	0.00	8	13.09	19.71	11.24
Public junior colleges, etc	13	2.98	7.85	1.30	26	3.37	5.62	3.30
Private senior college offering graduate degree	50	41.24	44.81	56.31	119	47.11	47.14	61.45
Private senior college not offering graduate degree	69	14.01	21.12	17.88	138	14.64	8.12	9.57
Private junior colleges, etc	28	4.62	5.28	4.36	53	2.54	1.24	2.75
Number of students	--------	316,514	2,216	1,538	--------	781,112	30,226	6,542

	Great Lakes				Plains			
	Number of institutions	White	Negro	Other nonwhite	Number of institutions	White	Negro	Other nonwhite
Public university system	10	34.16	15.60	22.30	11	22.68	18.54	41.63
Public State college system	21	13.70	10.79	3.46	27	26.29	21.89	13.45
Municipal and community colleges	3	1.66	7.62	1.48	2	1.34	8.05	.52
Public junior colleges, etc	60	11.44	38.87	43.32	59	10.64	30.75	8.60
Private senior college offering graduate degree	76	20.62	13.52	15.75	24	13.66	6.92	9.50
Private senior college not offering graduate degree	157	17.00	12.19	12.47	110	23.05	12.21	23.43
Private junior colleges, etc	25	1.41	1.41	1.23	24	2.33	1.64	2.88
Number of students	--------	821,999	30,870	10,822	--------	375,043	8,500	2,885

Table 5.5.5.—Distribution of white, Negro, and other nonwhite degree-credit students by type of institution, within regions, October 1965—Continued

	New England				Mideast			
	Number of institutions	White	Negro	Other nonwhite	Number of institutions	White	Negro	Other nonwhite
Public university system	23	28. 81	4. 94	30. 60	12	42. 25	14. 47	36. 65
Public State college system	91	32. 58	55. 09	29. 30	28	22. 88	51. 56	29. 01
Municipal and community colleges	2	1. 10	. 32	. 80	1	. 65	. 12	. 01
Public junior colleges, etc	62	9. 10	5. 82	1. 68	47	15. 97	10. 98	15. 10
Private senior college offering graduate degree	52	11. 37	8. 14	14. 07	23	12. 70	2. 57	9. 83
Private senior college not offering graduate degree	155	13. 08	23. 36	20. 98	30	4. 74	19. 96	6. 29
Private junior colleges, etc	76	3. 95	2. 35	2. 56	9	. 82	. 34	3. 11
Number of students	--------	778, 472	101, 648	4, 996	--------	434, 005	20, 620	7, 012

	Great Lakes				Plains			
	Number of institutions	White	Negro	Other nonwhite	Number of institutions	White	Negro	Other nonwhite
Public university system	8	48. 72	53. 08	37. 09	5	11. 53	4. 68	12. 52
Public State college system	14	21. 31	15. 70	30. 79	17	16. 91	10. 85	2. 82
Municipal and community colleges	1	1. 77	1. 37	1. 07	1	. 05	. 04	. 03
Public junior colleges, etc	14	5. 87	8. 54	6. 05	84	48. 58	70. 75	50. 86
Private senior college offering graduate degree	6	16. 97	18. 26	21. 85	62	18. 81	11. 07	21. 00
Private senior college not offering graduate degree	9	3. 96	2. 99	2. 39	50	3. 60	2. 17	10. 89
Private junior colleges, etc	2	1. 41	. 06	. 76	8	. 53	. 44	1. 87
Number of students	--------	175, 800	1, 605	1, 968	--------	552, 153	11, 631	16, 092

6.0 Nonenrollment

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6.0 Nonenrollment

6.1 Nonenrollment as measured by the 1960 census

The decennial census of population of the United States is the principal inventory of the Nation's social and economic resources. Covered in this inventory are measures of the educational status of the population. From 1830 to 1930, the census identified the extent of illiteracy in the population; from 1940 to 1960, the number of school years completed by individuals; and from 1840 to 1960, counts of enrollments of children and youths in school. This information, when examined for different segments of the population, reveals the long-term improvements in education in the United States and the spread of high levels of education to all areas of the country and to all groups within the population. It shows further the unequal rates of improvement for different groups.

For example, racial differentials in illiteracy have narrowed considerably since 1870, when the first statistics on the subject were gathered. Compared with 12 percent of white persons who were illiterate at that time, 81 percent of Negro persons could not read and write. In subsequent decades, declines in illiteracy were recorded for both groups and the differential began to close. By 1900, only 6 percent of the whites and 45 percent of the Negroes were illiterate; by 1930, these percentages were further reduced to 3 and 14 percent, respectively; and by 1959, according to a Census Bureau national survey, less than 2 percent of the white population was judged to be illiterate. Thus while there was still a substantial number of illiterates in the population as of 1959 (nearly 3 million), the country has come a long way toward making literacy universal.

One reason the census inquiry on illiteracy was dropped after 1930 is that the ability to read and write, while of intrinsic value, no longer was sufficient education. American society required a population most of whom had at least an elementary education, a high proportion of whom had a secondary education, and a substantial minority of whom had higher education. As the society expanded, further educational requirements would be demanded. The question on years of schooling completed by individuals, first introduced in the 1940 census, was designed to measure the Nation's development of human educational resources to meet the increasing demand.

Since 1940 the Nation has been rapidly expanding its human capital; all groups in the population have shared in this improvement. But the data indicate that racial differences in the educational level of the total population are likely to persist for some time; the poorer educational training of nonwhites in past decades is reflected in the statistics of education among middle-aged and older

Table 6.1.1.—Percent of school-age youth enrolled in school, by age and color, 1910 to 1960

Census year	7 to 13 years old		14 and 15 years old		16 and 17 years old	
	White	Nonwhite	White	Nonwhite	White	Nonwhite
1960	97. 8	95. 9	94. 7	90. 1	81. 9	73. 3
1950	95. 9	93. 9	93. 6	89. 0	75. 9	64. 3
1940	95. 5	91. 3	91. 0	82. 2	70. 6	52. 9
1930	[1] 96. 6	86. 3	[1] 90. 4	77. 4	[1] 58. 9	[illegible]5. 9
1920	92. 5	76. 4	81. 5	68. 8	43. 4	[illegible]
1910	89. 4	64. 2	77. 4	58. 7	44. 1	36. [illegible]

[1] Persons of Mexican stock were classified in the census as "White" in all years except 1930, at which time they were classified with the nonwhite racial groups.

Sources: 1960 Census, vol. I, U.S. Summary, table 169; 1950 Census, vol. II, U.S. Summary, table 110; 1930 Census, vol. II, table 7, p. 1096.

persons. Long past school age, nonwhites will remain at a disadvantage, educationally, relative to their white age peers, although adult education can make up a small part of the deficiency.

There is more interest, however, in knowing whether the educational situations of young white and nonwhite adults have shown parallel improvement. The data show that, over the past several decades, the high proportion of young nonwhite adults who had no more than a few years of schooling has diminished considerably. Some elementary schooling is now achieved by nearly all nonwhites as well as by nearly all whites. At higher educational levels the pattern is less clear. Between 1920 and 1940, there were increases in high school and college attainment for both whites and nonwhites but the increases were greater for whites, thereby producing an even greater gap than before. Between 1940 and 1960, the tide began to turn; changes in education during and after World War II helped to produce a continued rising level of high school and college attainment, favoring the nonwhites even more than the whites. By 1960 young nonwhite adults had achieved the educational level reached by young white adults in 1940, and the gap was apparently closing.

To see what is happening currently in the way of equalizing educational opportunities, one must examine statistics on the current enrollment of school-age children and youth. The census provides information relevant here: (1) Whether or not persons of school age are in fact enrolled in school, (2) the extent to which enrolled children have progressed from grade to grade, and (3) some socioeconomic factors related to enrollment differences.

Public attitudes toward education coupled with compulsory school attendance laws in most states resulted in 98 out of 100 white elementary age children and 96 out of 100 nonwhite elementary-age children being in school in 1960 (table 6.1.1). At postcompulsory school ages, nonwhites were more likely than whites to be out of school. For example, among 16- and 17-year-olds, 82 percent of whites and 73 percent of nonwhites were enrolled. The census statistics refer only to enrollment in regular public and private graded schools, but there is evidence that once out of regular school, whites are more likely than nonwhites to receive other types of education and training as well.

At compulsory-attendance ages, the gap has narrowed considerably since 1910. About 89 out of 100 white elementary-age children but only 64 out of 100 nonwhite elementary-age children were in school at that time. At postcompulsory ages the gap that existed in 1910 first widened until the 1930's as white enrollment rates improved more rapidly than nonwhite enrollment rates, and then began to close as the tendency for nonwhite as well as white youths to remain in high school became the norm.

Unfortunately, the publications of the 1960 census do not provide enrollment data by age and color for many areas within the country. It is possible, however, to calculate some indirect measures. An elementary school ratio can be developed which relates the number of children in grades 1 to 8 to the population 6 to 14 years old, a high school enrollment ratio can be computed for the number of persons in grades 9 to 12 to the population 14 to 18 years old. In each case, an attempt is made to relate grade enrollment to a population which would be eligible to be enrolled in those grades. These statistics are available by color for areas with 1,000 or more nonwhites. The principal weakness of these indirect measures is that enrollment by grade and enrollment by age are not perfectly correlated.[1] For example, some persons enrolled in grades 9 to 12 are below age 14 or above age 18, and some persons in the 14-to-18 age range are enrolled in lower grades or in college. These indirect measures of relative enrollment are thus somewhat biased because of age-grade differences.

Differences in white and nonwhite enrollment ratios vary widely from county to county and urban area to urban area within the United States (table 6.1.2). For instance, in about one-fifth of the 1,334 counties with 1,000 or more nonwhite population, the high school enrollment ratios of whites and nonwhites were within 5 points of each other, in about one-fifth of them the ratio was 5 or more points higher for nonwhites, and in about three-fifths of them the ratio was 5 or more points higher for whites. Thus, while high school enrollment ratios were generally higher for whites than nonwhites in the United States, in a good many areas there was little difference between the two and in a similar number of areas they were higher for nonwhites.

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[1] The extent of the bias in these indirect measures of relative enrollment can be demonstrated by comparing the relationship of white and nonwhite enrollment rates for specific age groups with the relationship of white and nonwhite indirect enrollment ratios for the United States as a whole in 1960. Whereas the direct enrollment rate at ages 7 to 13 is 98 percent for whites and 96 percent for nonwhites, the indirect elementary school enrollment ratio is 92 for whites and 95 for nonwhites. Whereas the direct enrollment rate at ages 14 to 17 is 88 percent for whites and 82 percent for nonwhites, the indirect high school enrollment ratio is 72 for whites and 63 for nonwhites. It would seem, therefore, that the indirect high school enrollment statistic more accurately portrays the white-nonwhite difference than does the indirect elementary school enrollment ratio, but the bias in the measures apparent at the national level may vary at local levels. For this reason, it is necessary to use the indirect enrollment ratios cautiously.

This distribution of counties by racial differences in high school enrollment status was similar in all regions, North, South and West, in predominantly rural counties, in counties with median income of $3,000 or more as well as in counties with median income of less than $3,000, and in counties with a high proportion of Negroes as well as in counties with a low proportion of Negroes.

At compulsory school ages, enrollment rates were high for all ethnic groups within the population. At beginning school ages and at postcompulsory school ages, variations in enrollment rates among ethnic groups were more noticeable (table 6.1.3). Children who were American Indian, of Spanish descent in the Southwest, or Negro, in that order, were more likely than average to delay entering school until a later age, and those who were Japanese, Chinese, of another minority race, or a second- or first-generation white, in that order, were more likely than average to begin school at the minimum age. At ages 16 and 17, when dropping out of school first occurs in large numbers, youths who were Puerto Rican, of Spanish descent in the Southwest, American Indian, Negro, or foreign-born, in that order, were most likely to be out of school, and Japanese and Chinese youths were most likely to have remained in school.

Among young adults who finished the fifth grade (table 6.1.4), the percent who went on to finish some high school was highest among the Japanese, Chinese, and second-generation whites, and lowest among Puerto Ricans, persons of Spanish descent in the Southwest, and American Indians. Of those who completed some high school, the percent who graduated was likewise lowest among Puerto Ricans, American Indians, Negroes, and persons of Spanish descent in the Southwest.

In Guam and American Samoa (table 6.1.5), enrollment rates of whites and nonwhites at each age level were generally comparable with those in the United States proper. In the Virgin Islands they were similar but less favorable for whites than nonwhites. In the Canal Zone, enrollment rates for whites were comparable with those in the United States but the rates for nonwhites were extremely low. The census of Puerto Rico did

Table 6.1.2.—Difference between white and nonwhite high school enrollment ratios,[1] in counties of the United States with 1,000 or more nonwhites; by region, and by urban-rural composition,[2] median income,[3] and racial composition of county, 1960

[Percent distribution of counties]

Description of county	All counties with 1,000 or more nonwhites	Difference between white and nonwhite high school enrollment ratios		
		White ratio 5 or more points higher	Ratios within 5 percentage points of each other	Nonwhite ratio 5 or more points higher
United States	100	61	21	18
Northeast	100	63	21	16
North Central	100	55	24	21
South	100	63	21	17
West	100	57	19	24
Urban metropolitan counties	100	55	28	17
Urban nonmetropolitan counties	100	60	19	21
Rural counties	100	64	19	17
Median income $3,000 or more	100	55	24	21
Median income less than $3,000	100	69	17	14
County population 10 percent or more Negro	100	66	21	14
County population less than 10 percent Negro	100	55	22	23

[1] Ratio of enrollment in grades 9 to 12 to population 14 to 18 years old.
[2] Rural counties are those with half or more of the population in rural areas.
[3] Refers to median income of families and unrelated individuals in 1959.

Table 6.1.3.—Percent of school-age youth in specific ethnic groups enrolled in school; by age, for the United States, 1960

Ethnic group	5 years old	6 years old	7 to 9 years old	10 to 13 years old	14 and 15 years old	16 and 17 years old
White	45. 2	84. 1	97. 8	97. 7	94. 6	88. 6
Native	45. 1	84. 0	97. 8	97. 8	94. 6	88. 5
Native parentage	44. 5	83. 8	97. 8	97. 8	94. 6	88. 9
Foreign or mixed parentage	55. 8	88. 1	97. 7	97. 4	94. 3	82. 3
Foreign born	52. 7	85. 6	97. 1	96. 5	93. 3	77. 5
Nonwhite	42. 7	79. 1	95. 9	95. 9	90. 2	73. 8
Negro	41. 8	78. 6	95. 9	95. 9	90. 0	73. 1
American Indian	32. 3	72. 3	91. 7	93. 4	88. 7	69. 9
Japanese and Chinese	68. 9	84. 4	97. 8	97. 7	97. 3	93. 7
Other races [1]	65. 6	91. 5	97. 5	97. 2	95. 2	81. 4
White	64. 4		97. 8		94. 6	88. 6
Nonwhite	60. 4		95. 9		90. 2	73. 8
Puerto Ricans	66. 4		94. 9		86. 7	61. 2
Persons of Spanish surname [2]	55. 6		96. 0		88. 0	66. 9

[1] Includes Filipino, Korean, Hawaiian, Asian Indian, Eskimo, Aleut, and Malayan.

[2] In five southwestern States only.

NOTE.—Puerto Ricans include both white and nonwhite persons; those of Spanish surname are white only.

Sources: 1960 Census, vol. II, part 5A, table 1; part 1D, table 3; part 1B, table 4.

Table 6.1.4.—Selected measures of school retention for persons 20 to 24 years old, by sex and ethnic status, for the United States, 1960

Ethnic status	Percent of those finishing 5th grade who completed some high school		Percent of those completing some high school who graduated	
	Male	Female	Male	Female
United States	86. 5	89. 8	73. 6	73. 9
Native white of native parentage	87. 8	91. 2	75. 3	75. 4
Native of foreign or mixed parentage	90. 9	93. 7	78. 3	81. 0
Foreign born	75. 9	76. 9	75. 5	71. 0
Negro	74. 5	80. 8	52. 7	56. 1
American Indian	67. 3	68. 8	50. 4	49. 0
Japanese	96. 5	96. 1	88. 5	87. 4
Chinese	92. 7	92. 9	85. 2	84. 9
Puerto Rican	61. 4	63. 3	40. 9	47. 0
Persons of Spanish surname [1]	68. 3	69. 2	55. 8	58. 4

[1] In five southwestern States only.

NOTE.—Puerto Ricans include both white and nonwhite persons: those of Spanish surname only.

Source: 1960 Census, vol. II, part 5B, table 1; part 1B, table 7; part 1D, table 6; part 1C, tables 19, 20, 21, 22

not distinguish the population by color, but enrollment rates were generally low at every age level.

The proportion of students enrolled in a grade below the modal grades for a given age increases with advancing age, as those who are first "left back" at a given age join those who were previously "left back." Nonwhites are more likely than whites to be so "scholastically retarded"; this relative disadvantage of nonwhites which begins at an early age becomes greater at each older age. In urban areas (table 6.1.7), at age 9, 6 percent of white boys and 11 percent of nonwhite boys were "scholastically retarded"; at age 17, 14 percent of the white boys and 33 percent of the nonwhite boys were behind in grade for their age. Racial differentials in "scholastic retardation" for girls were similar but not as pronounced; differentials in rural areas for both boys and girls were even more pronounced.

Table 6.1.5.—Percent of school-age youth enrolled in school, by age and color, in outlying areas of the United States, 1960

Outlying area	5 and 6 years old			7 to 13 years old			14 and 15 years old			16 and 17 years old		
	Total	White	Non-white	Total	White	Non-white	Total	White	Non-white	Total	White	Non-white
American Samoa	12.9	63.6	12.5	89.2	96.4	89.2	89.7	100.0	89.7	77.9	-------	77.9
Canal Zone	57.9	75.3	15.5	79.2	96.0	50.0	71.3	93.3	46.4	64.6	86.1	42.8
Guam	42.8	54.5	38.6	96.1	97.4	95.8	95.5	97.7	95.1	81.1	81.6	81.3
Puerto Rico	29.5	(1)	(1)	83.7	(1)	(1)	64.7	(1)	(1)	47.1	(1)	(1)
Virgin Islands	75.5	71.8	76.0	97.0	96.3	97.2	84.6	78.3	85.5	59.6	45.2	61.9

[1] Data not available.

Sources: 1960 Census, vol. I, parts 53–57

The level of grade retardation varied from State to State, but in all States, except Hawaii, the retardation rate was greater for nonwhites than whites. Grade retardation (table 6.1.8) was minimal for Japanese and Chinese children and youths, it was higher for foreign-born whites, Negroes, and American Indians. Such data are not available for Puerto Ricans and Spanish-speaking people in the Southwest.

Within the country and each of its geographic parts, appreciable declines in "scholastic retardation" took place between 1950 and 1960. How much of the decline reflected the increasing ability of students to satisfactorily comprehend the instructional material in a given grade and how much reflected an increasing tendency to promote students regularly regardless of their ability could not be determined from census data.

Table 6.1.6.—Selected measures of school retention, by color and sex, 1959

Color and sex	Ratio of high school seniors to 100 persons 17 years old	Percent of high school seniors who graduated	Percent of high school graduates who enrolled in college
Male:			
White	82.9	84.9	46.4
Nonwhite	62.3	76.0	40.5
Female:			
White	81.0	91.9	37.4
Nonwhite	60.8	84.4	38.2

Sources: Bureau of the Census and Economic Research Service, Dept. of Agriculture, Series Census-ERS (P-27), No. 32, tables 1 and 2, and unpublished records.

Enrollment rates (table 6.1.9) for whites were somewhat higher than those for nonwhites at beginning school ages and at postcompulsory school ages, but more comparable at compulsory school ages.

At ages 5 and 6, for example, among white and nonwhite children whose parents had the same educational level, nonwhite children generally had higher enrollment rates. The overall difference in enrollment at these ages favoring whites can probably be explained by the greater proportion of white children whose parents had a higher educational level.

A similar pattern emerges when enrollment is viewed in relation to family income (table 6.1.10). Within specific categories of family income, enrollment differences between racial groups diminish. This suggests that much of the higher enrollment rate of white over nonwhite children and youths is a function of the more advantageous socioeconomic background which more of the whites share.

The gross categories of the census do not permit specification of all the subgroups within the population which are at greatest disadvantage educationally, but they do indicate the specially low enrollment of Puerto Ricans, Spanish-speaking people of the Southwest, and American Indians, and, to a lesser extent, Negroes, and they show that there are specific areas within the country where racial comparisons of school enrollment are more out of balance than in other areas.

More importantly, the census statistics provide only minimal indication of qualitative differences in schooling. Through age-grade relationships, it can be shown that nonwhites who are enrolled are more likely than enrolled whites to progress more slowly from grade to grade. But census data do not provide a measure of the quality of schooling received, and this is an important element of educational opportunity. The content and quality of schooling is fast becoming the prime educational consideration today. It is necessary to turn to other than census sources for such infor-

Table 6.1.7.—Percent of pupils at selected ages who were retarded scholastically, by color, sex, and urban-rural residence, 1950 and 1960

[Scholastic retardation refers to enrollment in a grade below the model grades for persons of a given single age]

Age, color, and sex	1960			1950		
	Urban	Rural nonfarm	Rural farm	Urban	Rural nonfarm	Rural farm
9 years old:						
Male:						
White	5. 7	8. 6	7. 0	7. 8	14. 0	15. 1
Nonwhite	11. 0	21. 1	28. 4	18. 2	39. 0	50. 5
Female:						
White	3. 9	5. 6	4. 8	5. 3	9. 6	10. 4
Nonwhite	7. 7	16. 2	20. 2	13. 3	30. 8	40. 6
13 years old:						
Male:						
White	10. 4	16. 7	13. 3	18. 5	30. 2	32. 4
Nonwhite	23. 0	41. 5	50. 6	42. 6	68. 2	78. 5
Female:						
White	6. 2	10. 0	7. 6	11. 9	20. 0	21. 1
Nonwhite	15. 6	29. 8	35. 4	31. 4	53. 4	65. 2
17 years old:						
Male:						
White	13. 6	20. 2	15. 9	20. 1	27. 9	29. 9
Nonwhite	33. 1	51. 8	60. 1	49. 0	69. 7	81. 8
Female:						
White	8. 6	12. 3	9. 3	12. 3	17. 5	19. 3
Nonwhite	23. 3	38. 5	44. 3	33. 8	55. 7	70. 8

Sources: 1960 Census, vol. I, U.S. Summary, table 168; 1950 Census, vol. II, U.S. Summary, table 112.

Table 6.1.8.—Percent of students at selected ages who are scholastically retarded,[1] by ethnic status, for the United States, 1960

Ethnic status	10 to 13 years old	14 and 15 years old	16 and 17 years old
White	8. 2	12. 5	12. 9
Native	8. 1	12. 3	12. 7
Native parentage	8. 1	12. 4	12. 9
Foreign or mixed parentage	8. 3	11. 2	10. 8
Foreign born	15. 6	21. 6	28. 0
Nonwhite	21. 1	30. 2	33. 3
Negro	21. 6	31. 1	34. 4
American Indian	29. 2	41. 5	43. 3
Japanese and Chinese	4. 9	4. 3	6. 9
Other races [2]	11. 2	15. 2	17. 5

[1] "Scholastic retardation" refers to a person being enrolled in a grade below the modal grade for his age.

[2] Includes Filipino, Korean, Hawaiian, Asian Indian, Eskimo, Aleut, and Malayan.

Source: 1960 Census, vol. II, part 5A, table 1.

mation. Many factors that might account for enrollment differences are not identified in the census. From census data, we do note that family socioeconomic factors vary with enrollment difference, but there are no measures of other cultural factors, such as religion and language spoken, of peer group influences, of attitudes toward formal education, of educational plans and expectations, and of perceptions of reasons for nonenrollment.

6.2 Nonenrollment rates of 16- and 17-year-olds in October 1965

The data from the October 1965 Current Population Survey (CPS) of the United States Bureau of the Census have been examined in terms of characteristics of adolescents which the research of others suggests are related to enrollment status. Some of these results have been included in the first section (the summary report) of this document.

Among the children from Catholic families (table 6.2.1) the nonenrollment rate was 6 percent, and among those from non-Catholic families it was 12 percent. Differences in race or sex do not appear to have produced this discrepancy, for a difference of approximately 5 percentage points existed between white Catholic and non-Catholic adolescents for both males and females. There were too few Negro Catholics to permit Catholic-non-Catholic comparison among the Negroes.

Table 6.1.9.—Percent of school-age boys [1] enrolled in school, by age, color, and parents' education, for the United States, 1960

Age and color	Total	Education of mother and father									
		Father less than 8 years		Father 8 to 11 years			Father 12 years			Father some college	
		Mother less than 8 years	Mother 8 years or more	Mother less than 8 years	Mother 8 to 11 years	Mother 12 years or college	Mother less than 12 years	Mother 12 years	Mother some college	Mother less than college	Mother some college
5 years:											
White	45. 1	26. 5	32. 9	32. 0	42. 3	44. 2	42. 9	47. 8	49. 3	52. 4	57. 3
Nonwhite	41. 7	24. 8	32. 9	37. 7	47. 8	55. 8	48. 8	59. 4	53. 9	58. 5	64. 2
6 years:											
White	84. 1	67. 2	77. 0	76. 0	82. 1	85. 1	83. 6	86. 3	87. 5	88. 9	91. 1
Nonwhite	79. 3	70. 5	75. 7	77. 9	83. 3	85. 3	84. 6	90. 8	88. 1	84. 9	90. 5
7 to 9 years:											
White	98. 0	95. 5	97. 4	96. 8	[illegible]	98. 2	97. 9	98. 3	98. 8	98. 6	99. 1
Nonwhite	96. 1	93. 9	96. 6	95. 5	97. 3	97. 0	96. 1	97. 8	97. 3	96. 9	98. 5
10 to 13 years:											
White	98. 0	95. 4	97. 4	96. 5	97. 8	98. 3	98. 1	98. 5	98. 6	98. 7	99. 1
Nonwhite	96. 2	94. 6	96. 9	95. 7	96. 3	97. 4	97. 2	98. 0	97. 9	97. 4	98. 9
14 and 15 years:											
White	95. 5	87. 7	94. 1	92. 1	95. 3	97. 0	96. 1	97. 5	97. 5	97. 9	98. 6
Nonwhite	91. 8	88. 4	92. 9	91. 9	93. 5	95. 9	94. 8	95. 8	96. 7	96. 2	97. 3
16 and 17 years:											
White	86. 0	64. 4	79. 7	75. 8	83. 8	91. 2	89. 2	93. 5	95. 6	94. 6	97. 2
Nonwhite	78. 0	70. 7	78. 7	78. 2	81. 8	88. 4	82. 6	87. 2	94. 3	89. 4	94. 0

[1] Includes only boys living with both parents.

Source: 1960 Census, vol. II, part 5A, table 4.

Table 6.1.10.—Percent of school-age boys [1] enrolled in school, by age, color, parent's education,[2] and family income, for the United States, 1960

Age and color	Total	Education of parent and family income											
		Less than 8 years of school				8 to 11 years of school				12 or more years of school			
		Under $3,000	$3,000 to $4,999	$5,000 to $6,000	$7,000 and over	Under $3,000	$3,000 to $4,999	$5,000 to $6,999	$7,000 and over	Under $3,000	$3,000 to $4,999	$5,000 to $6,999	$7,000 and over
5 years:													
White	45. 1	22. 8	29. 8	36. 7	42. 5	33. 8	37. 3	45. 1	49. 4	41. 0	40. 8	47. 6	56. 5
Nonwhite	42. 3	24. 0	37. 8	43. 2	46. 2	37. 9	51. 6	59. 1	67. 9	45. 8	51. 3	64. 0	67. 2
6 years:													
White	84. 1	64. 1	73. 5	80. 0	82. 6	76. 8	80. 1	84. 7	87. 0	82. 8	82. 3	86. 2	90. 5
Nonwhite	79. 1	68. 1	77. 0	83. 0	86. 3	78. 0	84. 7	87. 7	90. 2	81. 4	85. 8	88. 6	93. 0
7 to 9 years:													
White	97. 9	95. 3	96. 6	97. 5	97. 3	97. 0	97. 7	97. 9	98. 2	97. 6	97. 9	98. 3	98. 7
Nonwhite	95. 9	93. 8	96. 8	96. 3	96. 6	96. 0	96. 7	98. 0	97. 3	95. 9	96. 6	97. 6	97. 8
10 to 13 years:													
White	97. 9	95. 1	96. 8	97. 2	97. 3	97. 1	97. 7	98. 0	97. 9	98. 0	98. 2	98. 4	98. 8
Nonwhite	96. 0	94. 7	96. 0	96. 4	95. 9	96. 0	96. 3	97. 7	96. 7	97. 1	97. 7	97. 4	97. 3
14 and 15 years:													
White	95. 3	86. 3	91. 1	93. 3	93. 7	93. 5	94. 6	95. 9	96. 1	96. 7	97. 4	97. 2	97. 7
Nonwhite	91. 3	88. 4	90. 5	91. 3	92. 5	91. 4	94. 0	94. 3	94. 0	91. 9	96. 2	95. 3	96. 1
16 and 17 years:													
White	85. 1	63. 0	70. 8	75. 7	77. 4	78. 5	83. 1	85. 3	86. 2	90. 4	91. 2	92. 3	94. 4
Nonwhite	76. 5	71. 0	73. 2	73. 7	74. 1	79. 1	81. 0	79. 4	82. 5	83. 0	85. 2	87. 2	88. 4

[1] Includes only boys living with one or both parents.

[2] Education of father, if present; otherwise, education of mother.

Source: 1960 Census, vol. II, part 5A, table 5.

However, it is interesting to note further that the 6 percentage points difference between Catholic and non-Catholic males is consistent with that (4 percentage points) between females, and simultaneously the difference (5 percentage points) between Negro and white non-Catholic youths is consistently found between males (4 points) and females (7 points).

In order to explore this Negro-white difference further, nonenrollment rates by parental occupation and religion jointly have been analyzed for both races and sexes (table 6.2.2). It can be seen that among the four joint categories of occupation and religion, the lowest nonenrollment rate (approximately 0 percent) was found for those 16- and 17-year-olds from Catholic white-collar families; the next lowest (4 percent) from non-Catholic white-collar families; and the next (9 percent) from Catholic non-white-collar families. Further, we can again see that differences by sex were small within each of these categories of socioeconomic status in comparison with differences by race. However, differences in nonenrollment rates by race within the four levels of the socioeconomic and cultural context of the home are particularly difficult to consider, given the small number of Negroes in all but the non-Catholic non-white-collar families. There the difference of 5 percentage points, noted earlier, appears to have decreased, for both sexes (3 percentage points), and for males (1 percentage point) and females (3 percentage points).

In summary, there are differences in the educational opportunity (as reflected in nonenrollment rates) available to Negro and white adolescents, and these differences exist irrespective of their sex. However, there are also important differences in the educational opportunity available to adolescents from low-status and high-status families as well as from non-Catholic and Catholic families, and when racial differences are considered in conjunction with such differences in the socioeconomic and cultural context of the home, they tend to disappear. This suggests that Negro-white differences in nonenrollment may be attrib-

Table 6.2.1.—Enrollment status of persons 16 and 17 years old not in college, by sex, race, and religion, for the United States, October 1965

[Numbers in thousands. Percent not shown where base is less than 50,000]

Enrollment status and religion	Total	Both sexes		Male		Female	
		White	Negro	White	Negro	White	Negro
CATHOLIC							
Total not in college, 16 to 17 years	1, 795	1, 764	31	938	14	826	17
Enrolled:							
Private school	438	433	5	207	0	226	5
Public school	1, 187	1, 168	19	646	11	522	8
Not enrolled:							
High-school graduate	60	60	0	32	0	28	0
Non-high-school graduate	110	103	7	53	3	50	4
Nonenrollment rate [1]	6	6	--------	6	--------	6	--------
NON-CATHOLIC							
Total not in college, 16 to 17 years	4, 866	4, 122	744	2, 063	358	2, 059	386
Enrolled:							
Private school	150	129	21	74	11	55	10
Public school	4, 011	3, 420	591	1, 717	288	1, 703	303
Not enrolled:							
High-school graduate	134	123	11	34	2	89	9
Non-high-school graduate	571	450	121	238	57	212	64
Nonenrollment rate [1]	12	11	16	12	16	10	17

[1] Percent "Not enrolled non-high-school graduates" are of "Total not in college, 16 to 17 years."

Table 6.2.2.—Nonenrollment rates of persons 16 and 17 years old, not in college, by sex, race, religion, and occupation of household head, for the United States, October 1965

[Numbers in thousands. Percent not shown where base is less than 50,000]

Nonenrollment rate, occupation of household head, and religion	Total	Both sexes		Male		Female	
		White	Negro	White	Negro	White	Negro
Catholic, white collar:							
Total not in college, 16 to 17 years	603	597	6	329	3	268	3
Nonenrollment rate [1]	0	0	--------	0	--------	0	--------
Non-Catholic, white collar:							
Total not in college, 16 to 17 years	1, 462	1, 420	42	752	28	668	14
Nonenrollment rate [1]	4	4	--------	5	--------	3	--------
Catholic, not white collar:							
Total not in college, 16 to 17 years	1, 192	1, 167	25	609	11	558	14
Nonenrollment rate [1]	9	8	--------	8	--------	9	--------
Non-Catholic, not white collar							
Total not in college, 16 to 17 years	3, 404	3, 702	702	1, 311	330	1, 391	372
Nonenrollment rate [1]	15	14	17	16	17	14	17

[1] Percent "Not enrolled, non-high-school graduates" are of "Total not in college, 16 to 17 years."

uted more to socioeconomic and cultural differences in nonenrollment than to other factors. But before attempting to draw such an inference, it is necessary to consider the possible effect of community factors on nonenrollment rates.

One important characteristic of the community in which adolescents live is its population density. Approximately one-half of the 6.7 million 16- and 17-year-olds represented by the study lived in urbanized areas (large cities and their surrounding urban fringe) and one-half in nonurbanized areas (table 6.2.3). For those living in urbanized areas, the nonenrollment rate was 8 percent; for those in nonurbanized areas it was 12 percent. Nonenrollment is therefore related to the type of area in which one lives. However, this difference of 4 percentage points by type of area appears to be affected by the race of the adolescent, for among the whites the nonenrollment rate was 5 points higher in the nonurbanized areas than in the urbanized areas, but for the Negroes it was 1 point higher in the urbanized areas than in the nonurbanized areas.

Such an interaction between type of area and race of adolescent is particularly noticeable for males. For white males living in urbanized areas the nonenrollment rate was 6 percent, and for those living in nonurbanized areas it was 13 percent—a difference of 7 percentage points in favor of the urbanized areas. For Negro males living in urbanized areas the nonenrollment rate was 19 percent, and for those living in nonurbanized areas it was only 12 percent—a difference of 7 percentage points in favor of the nonurbanized areas. However, for the females this interaction does not appear to exist. In their case, for both whites and Negroes, higher nonenrollment rates were found in nonurbanized areas than in urbanized areas, and in both areas the nonenrollment rate for Negroes was approximately 8 percentage points higher than that for whites. Thus, although nonenrollment rates in general are higher in nonurbanized areas than they are in urbanized areas, for Negro males just the opposite is the case—a higher nonenrollment rate was found in urbanized than in nonurbanized areas.

In order to form a more comprehensive view of the effect of the 6 variables on nonenrollment, more specific rates than those discussed previously have been computed for each of the 64 subgroups formed by the joint classification of these 6 dichotomous variables (table 6.2.4). However, since the number of 16- and 17-year-olds not in college can be very small in some of these classifications, nonenrollment rates have not been reported when the base upon which they have been computed is less than 50,000, for in such cases the rates are subject to excessively large sampling errors. Although for 34 of the 64 classifications rates have not been obtained and comparisons cannot be made, some interesting patterns are revealed by an examination of the remaining 30 subgroups.

Subgroups which are identical on every characteristic except race are compared first. In this way, the following question can be answered: When the effects of other characteristics are held

Table 6.2.3.—Enrollment status of persons 16 and 17 years old, not in college, by sex, race, and type of area, for the United States, October 1965

[Numbers in thousands]

Enrollment status and type of area	Total	Both sexes		Male		Female	
		White	Negro	White	Negro	White	Negro
METROPOLITAN AREA							
Total not in college, 16 to 17 years	3, 291	2, 846	445	1, 532	219	1, 314	226
Enrolled:							
Private school	428	411	17	213	9	198	8
Public school	2, 498	2, 150	348	1, 190	167	960	181
Not enrolled:							
High-school graduate	99	94	5	36	2	58	3
Non-high-school graduate	266	191	75	93	41	98	34
Nonenrollment rate [1]	8	7	17	6	19	7	15
NONMETROPOLITAN AREA							
Total not in college, 16 to 17 years	3, 370	3, 040	330	1, 469	153	1, 571	177
Enrolled:							
Private school	160	151	9	68	2	83	7
Public school	2, 700	2, 438	262	1, 173	132	1, 265	130
Not enrolled:							
High-school graduate	95	89	6	30	0	59	6
Non-high-school graduate	415	362	53	198	19	164	34
Nonenrollment rate [1]	12	12	16	13	12	10	19

[1] Percent "Not enrolled, non-high-school graduates" are of "Total not in college, 16 to 17 years."

constant, are there consistent racial differences in enrollment rates? Apparently the answer is no. Although there are only 12 of the subgroups containing a large enough base to permit comparison between races, for 3 of these paired subgroups (those classified as being (1) male or (2) female non-Catholic, non-white-collar located in urbanized areas of the North and West, and (3) male, non-Catholic, non-white-collar, located in urbanized areas of the South), the rate for Negroes was higher than for whites. For the other three (those classified as being (1) male or (2) female, non-Catholic, non-white-collar, located in nonurbanized areas of the South, and (3) female, non-Catholic, non-white-collar located in urbanized areas of the South), the rate for whites was higher than that for Negroes. Clearly there is no evidence within these data that the nonenrollment rate of either Negroes or whites was consistantly higher when the effects of other factors are taken into account.

With respect to region of residence, there are 10 subgroups which are identical in all other characteristics. For 5 of the resulting 10 comparisons the nonenrollment rate was greater for adolescents living in the North-West, while for 4 just the opposite was the case (1 pair is tied). Thus, as in the case of race, there appears to be no consistent difference in nonenrollment rates which can be attributed primarily to region of residence. A similar conclusion must be drawn with respect to type of area (for in 6 of 13 possible comparisons, higher nonenrollment rates were found in urbanized areas, but in the other 7, they were found in nonurbanized areas) and sex (where 9 of 15 comparisons favor males and 6 favor females).

But there are characteristics of adolescents on which consistent differences appear to exist. Twenty-four of the subgroups can be matched on all characteristics except the occupation of the household head, and for all 12 of the resulting comparisons higher rates of nonenrollment were found among adolescents from lower status homes. Similarly, 16 of the subgroups can be matched on all characteristics except Catholic or non-Catholic religion, and for 7 of the resulting 8 comparisons higher rates of nonenrollment were found among the non-Catholic adolescents. Thus, when the possible confounding effects of other variables are removed, it is not the personal characteristics of 16- and 17-year-old adolescents (such as their sex or race), nor those associated with their community, which consistently appear to relate to decisions to leave school prior to graduation, but rather environmental factors. However, although area of residence is not consistently related to differences in nonenrollment, two important comparisons bear special notice: Among those classifications where reliable estimates are possible, the highest nonenrollment rates in October 1965 were observed among Negroes in the urbanized areas of the North and West, and among whites in the nonurbanized area of the South.

6.3 Nonenrollment rates of 14- to 19-year-olds in October 1965

In this section, the association of these factors with enrollment status is examined in somewhat more detail for a broader group of teenagers (14- to 19-year-olds) and an additional variable, language spoken in the home, is considered.

In addition to the change in the age group examined, the measure of nonenrollment in this section differs slightly from that in the previous section in that persons not enrolled in school and not high school graduates are shown here as a percent of all persons in the age group who have not graduated from high school Because of the difference in denominators for the nonenrollment rates in this and the preceding section, the size of the rates will be somewhat different but the difference in nonenrollment among population groups should be portrayed similarly.

Among youths 14 to 19 years old (table 6.3.1) the nonenrollment rate was lowest for Jews (1 percent), higher for Protestants than Catholics (10 percent vs. 7 percent) and highest for those with no religious affiliation (16 percent). The rates were generally similar for the sexes, although the percentage of girls not enrolled tended to be slightly lower than for boys.

On closer examination of the data, socioeconomic background is seen to be an important explanatory factor in accounting for the differences by religion. Among youths from white-collar families, nonenrollment rates varied from 0 percent for Jews to 4 percent for Protestants. Only 3 percent of youths with no religious affiliation and from white-collar backgrounds were not enrolled. Among youths from lower-status families, nonenrollment rates were higher and differences between religious groups remained sharp. The lowest rate was still for Jews (3 percent), it was higher for Protestants than Catholics (12 percent vs. 10 percent), and it was highest for those with no religious affiliation (23 percent). Thus, while the direction of religious differences was the same regardless of the socioeconomic background of the youth, among all religious groups nonenrollment was substantially a lower-status phenomenon.

Religious differences in nonenrollment were not a function of the racial composition of religious groups. While whites had lower rates than Negroes among both Protestants and Catholics, the Protestant-Catholic difference in nonenrollment was found among whites as well as Negroes. The rate for Protestant Negroes, however, was especially high.

Nonenrollment rates of teenagers were not significantly different between those who used only English in the home and those from homes in which another language was spoken sometimes (8 percent vs. 9 percent in table 6.3.2.). The nonenrollment rate was exceptionally high, however, for youths from homes where a language other than English was the principal language spoken in the home (20 percent). This distinction could be observed for boys and girls in both white-collar and nonwhite-collar families.

Table 6.2.4.—Nonenrollment rates of persons 16 and 17 years old, not in college

[Numbers in thousands. Percent not shown where base is less than 50,000]

Religion, occupation of household head, type of area, and region of residence	Male				Female			
	White		Negro		White		Negro	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
CATHOLIC								
White collar:								
Urbanized area:								
North and West	174	0	2	--------	146	1	1	--------
South	46	--------	1	--------	28	--------	2	--------
Nonurbanized area:								
North and West	90	2	------	--------	85	0	------	--------
South	19	--------	------	--------	9	--------	------	--------
Not white collar:								
Urbanized area:								
North and West	337	6	4	--------	306	9	6	--------
South	40	--------	5	--------	26	--------	4	--------
Nonurbanized area:								
North and West	195	10	------	--------	185	6	------	--------
South	37	--------	2	--------	41	--------	4	--------
NON-CATHOLIC								
White collar:								
Urbanized area:								
North and West	324	4	5	--------	254	3	3	--------
South	116	2	18	--------	73	3	5	--------
Nonurbanized area:								
North and West	193	7	------	--------	208	2	4	--------
South	119	6	5	--------	133	7	2	--------
Not white collar:								
Urbanized area:								
North and West	402	13	113	23	358	6	141	16
South	93	10	71	17	123	30	64	13
Nonurbanized area:								
North and West	439	11	10	--------	514	10	21	--------
South	377	25	136	14	396	20	146	19

Table 6.3.1.—Nonenrollment of persons 14 to 19 years old, by sex, religion, race, and occupation of household head, for the United States, October 1965

[Figures in cells refer to percent of non-high-school graduates who are not enrolled in school. Percent not shown where base is less than 50,000]

Sex and occupation of household head	Total [1]	Protestant			Roman Catholic			Jewish	Other religion	No religion
		Total	White	Negro	Total	White	Negro			
Both sexes (total)	12	10	9	15	7	7	8	1	8	16
White collar	5	4	4	15	2	2	-------	0	3	3
Not white collar	16	12	12	15	10	10	11	3	9	23
Male (total)	12	11	11	14	8	8	-------	0	9	15
White collar	4	5	5	-------	2	2	-------	0	3	--------
Not white collar	15	14	14	15	11	11	-------	--------	12	20
Female (total)	13	9	7	16	6	6	7	1	6	15
White collar	5	3	2	-------	1	1	-------	0	4	--------
Not white collar	16	11	9	15	8	8	-------	--------	7	23

---

[1] Includes persons not reporting religion.

Table 6.3.2.—Nonenrollment of persons 14 to 19 years old, by sex, language spoken in the home, and occupation of household head, for the United States, October 1965

[Figures in cells refer to percent of non-high-school graduates who are not enrolled in school. Percent not shown where base is less than 50,000]

Sex and occupation of household head	Total[1]	English only language	Total	Other language spoken	
				Most of the time	Some of the time
Both sexes (total)	12	8	12	20	9
White collar	5	3	2	7	1
Not white collar	16	11	15	22	12
Male (total)	12	10	13	19	11
White collar	4	4	3	------------	1
Not white collar	15	13	16	19	14
Female (total)	13	7	11	22	6
White collar	5	2	2	4	1
Not white collar	16	9	14	25	8

[1] Includes a small percentage of persons not reporting languages spoken in home.

7.0 Case Studies of School Integration

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7.0 Case Studies of School Integration

7.0 Case studies of school integration

All of the case histories that follow are excerpted from extensive reports on individual cities and communities prepared by lawyers, educators, and sociologists for this survey. In each case they are used here not to indicate the overall state of affairs with regard to school desegregation in a community, but to illuminate a particular problem or solution within the school system of the community that is typical of similar situations elsewhere and hence they might be useful as a guide. The intent has therefore been not to evaluate a specific city or school, but to illustrate, by concrete example, some of the more general problems that thousands of other areas are encountering in their attempts to adjust to a new era of school desegregation.

7.1 Lack of information

In certain communities, the lack of information as to the number of children of minority groups and of minority group teachers, their location and mobility, has made assessment of the equality of education difficult. In one city, for example, after a free transfer plan was initiated, no records as to race of students were kept, thereby making any evaluation of the procedure subjective only. Superintendents, principals, and school boards sometimes respond by declaring racial records themselves to be a mark of discrimination.

A narrative of "the racial headcount problem" and the response to the search for a solution comes from the report on San Francisco:

> At least on the surface, it would appear that if one is interested in combatting racial imbalance, the way to begin is to find out its extent. Most cities interested in the problem have long since done this, and though there is a jurisprudence that the Government should remain color-blind in all its activities, most lawyers would probably not apply this to purely informational programs. At the very least, everyone would admit that had the Census Bureau remained color-blind, the problem of planning to reduce de facto segregation would be a great deal more difficult than it is.

Probably the first discussion of a racial headcount in San Francisco took place at the board of education meeting of March 6, 1962, when the superintendent presented the first installment of his report on de facto segregation. Although he conceded that the superimposition of the census data on the school districting map was not as accurate as a headcount in the schools, he stated, "I have felt that this is generally enough to give the board an idea of its racial distribution." The superintendent went on to point out that if the the board wanted more specific information than he had given, the board would have to order him to undertake a racial census. The school system did not keep any figures on the racial makeup of the school, and the superintendent felt that teachers did not think of children in terms of race; " . . . this is the reason that I am most hesitant, personally, to go out and make a count of youngsters in the schools on the basis of race." The board president took issue with the superintendent, indicating that, "I think that in some cases it would be well in research" to take a racial census. Nothing further, however, was decided on the issue at this meeting and the issue remained dormant for some time.

With the exception of some inconclusive discussions at one of the ad hoc committee meetings, more than 2 full years passed before any serious consideration was given to the possibility of a racial headcount in the schools. During that period dozens of requests had been made to the administration, but the authorities flatly refused to collect data on the racial composition of any school. Then at the board meeting of April 7, 1964, the superintendent gave his first full statement on the issue:

> I would recall that this board has never adopted the policy of having a racial count in the schools . . . In none of these cities in which there has been a racial count has there been any indication that this retarded the movement of white people from those cities into the suburban areas . . . Just as soon as that count has come in there are people in that community, in that particular school, because of its count, they think it's downgraded school, and

> therefore they better move their children out of it. Now, that is what has happened. I have the same idea about de facto segregation as you people. I don't like de facto segregation in the school. I do not like it, but two wrongs cannot bring about a right in the particular situation that we are talking about. Now, if this board ever asked that the race be counted in the schools, we'll make the count, but teachers do not think in terms of race of children. Somebody else is asking the teacher to think in terms of race, and if some count was made, I would hate for the teacher to have to determine what race the children are. I would rather go to the parent to ask because the teachers, up to this time, have never had to think about what race the child is.

In answer to him, a representative of the NAACP described the problems that his organization had had in making a headcount:

> Let me tell you the problems of doing it without the schools doing it. If you go in the school, in to the principal and say, "I'm chairman of the Education Committee of the NAACP. I want to make a count of how many Negro children you have in the school." You reach opposition. If you stand outside and say, "I want to have a counter and count how many are going in the school," you are always in danger of the molest laws, and I have been told this by people of the school board, so this is nothing I'm making up.

At the next board meeting, on April 21, 1964, the discussion was continued with more intensity. A representative of CORE began by demanding a racial headcount on the ground that "we can play forever the numbers game" but it was apparent that with the single exception of the board president, the board was prepared unanimously to side with the superintendent against any racial census. Nonetheless, the board was beginning to come around. When the education chairman of the local NAACP chapter was advocating the racial census, a member of the board asked,

> Let us assume now that we know, for example, that Benjamin Franklin School has among its student body 90 percent Negro children . . . now that we have established this what then is the next step?

The NAACP education chairman answered:

> We always have to establish what the racial composition is of the other high schools and then perhaps if we are thinking in terms of districting, to reduce this balance, we can reduce the feeder schools perhaps, but we don't do it until we first know where our kids are.

The board member replied:

> Well, you see realistically there are two things we can do. We can remain silent and not meet each other in this issue in terms of communication, or we can explore it with each other.

In response to a query, "What do you think we would receive in the way of answers from our citizens if one day a child brought home a questionnaire and the parent was supposed to sign it to point out the origin of the child?" the NAACP education chairman pointed out, "I think you're again bringing up something which has in no way been suggested." Then the board president joined the discussion.

> Well, I did suggest that that might be an honest way to determine a racial count. I don't know what right we might have from the legal aspect of it to count children by race and to do it behind the backs of the parents without asking the parents if they wanted it done.

The NAACP chairman, who had thought he had heard all the arguments against a racial headcount, was taken aback at this. He declared, however, that

> You are dealing with a social reality which you are willing to act on, on the one hand, but unwilling to observe on the other. Now when you talk of an honest way to act, I'd like to know what's so honest about sending a questionnaire on what race you are. Where's this extra honesty?

Then another argument was thrown up—that the racial population of the city changes so much that frequent headcounts would be necessary. The NAACP chairman denied this, admitting though that, "I do think it would require an occasional recounting, but it is to be hoped" that this would not be necessary too often. In answer to a question of one of the board members, "How do you go about taking a racial census?' the NAACP chairman answered sharply, "Sir, you sort of look at them and you put marks on pieces of paper." He further explained,

> You know you really don't miss much if you make a mistake with one or two kids and if you don't know you just take a guess and whichever you think he is the chances are you'll be right because that's the way he's being treated, and I think the racial census will be pretty accurate.

The board president then asked whether he advocated asking the child, and the NAACP chairman stated, "No, I would simply take a look and put a mark on a piece of paper." Another member of the board then chimed in, "Variations of a few children would be unimportant, you could drive by during the recess period and estimate within 2 or 3 percent what the composition of the school is." The NAACP chairman, however, said that this was likely to be inaccurate, very time consuming, and lead to a "lot of hysterical stories." A board member then took up this objection.

> Now, your opinion is that we cannot accomplish that purpose without having an actual count, and the point

> that I have made, and I know two cities in the East that have quit counting because after they started, the minority group became larger in the city.

Then he shifted to what he later asserted was his main objection to the racial census—that it would scare away white parents.

> They have stopped counting because they think that they are advertising something; and, that's what I have been afraid of in this city, to publicize the makeup in the school. If a school has too much of a minority group in it, some people think it isn't too desirable an education. So, if you advertise to the public in general these schools that do have such a makeup, I feel that we are as I said in my first report, branding those schools. I wouldn't be concerned here tonight talking to you about this unless you were trying to correct such schools; and therefore, we advertise them, and we have more people trying to get out of the neighborhoods because they think they haven't a good school situation; and many of those school situations cannot be corrected in this city unless you bus children by plan and move whites out of some neighborhoods, and Negroes out of others, and exchange them.

In view of the superintendent's position not only on revealing but also (as he had argued earlier) on taking a racial census, it came as some surprise less than 2 months later at the board meeting of June 16, 1964, when it was reported that—

> a working estimate of the racial makeup (of all schools) is available to the human relations office through the divisions because of the close contact which is maintained between the central office and field administrators.

In other words the racial census had already been taken and now the only question was whether the board would permit it to be made public. Again the time lag was significant. Repeatedly, the administration was asked without result for data on the racial makeup of the schools, until finally on February 9, 1965, a representative of the Building Trades Unions and the San Francisco Equal Opportunity for Minorities in Apprenticeship organization pointed out to the board that—

> We must know in order to function properly the exact number of minority people that are in apprenticeship * * * we have been given to understand that the San Francisco school district does have this information * * * and (although we have) written and * * * got a very polite answer, it wasn't very informative so far as the information we sought was concerned.

It turned out, however, that the superintendent had no objection in principle to the divulgence of this information. His problem was merely that the racial census did not include the apprenticeship classes and therefore he asserted, "I suppose you could find it out if you visit, as long as you didn't line them up and disturb the class and that sort of thing."

Two months later on April 13, 1965, the superintendent appeared before the board to request that he be permitted to cooperate with a pending investigation of the San Francisco school system by the California Fair Employment Practices Commission which was moving in response to allegations of discrimination against Negro teachers, and with the employment committee of the Mayor's Human Rights Commission which was taking a survey of all public employees in the city to determine whether minority groups were fairly represented in employment. This time no objection to "thinking in terms of race" was raised and the superintendent without discussion was given the permission he requested.

On August 3, 1965, the superintendent finally yielded and asked the board for permission to make public the administration's racial headcount of students. The board was now involved in several different investigations including two separate ones under the auspices of the U.S. Office of Education, one under title VI of the Civil Rights Act, in response to an NAACP complaint and one under title IV—this report, and more were taking shape. It had become apparent to the superintendent that, whatever his feelings about the desirability of making public such a headcount, it would sooner or later be published. Accordingly, he stated—

> Now that the board's racial policy has been in effect 2 years, and implications are numerous that more could have been done to integrate pupils racially among the various schools, it is apparent that the position and procedures of the San Francisco Unified School District in this matter cannot be fully appreciated without general public knowledge of the integration that exists within the respective schools.

Consequently, the superintendent recommended the following resolution for the board's consideration:

> *Resolved,* That the superintendent publicly issue a racial census of the student body of the San Francisco Unified School District, school by school.

7.2 Performance of minority group children

One of the real handicaps to an effective assessment of equality of education for children of minority groups is the fact that few communities have given systematic testing and fewer still have evaluated the academic performance and attitudes of these children toward education. Yet, quality of education is to be estimated as much by its consequences as by the records of the age of buildings and data on faculty-student ratio. A guide to cities now planning such assessment is a pupil profile conducted in Evanston, Illinois:

In 1964, the Director of Research and Testing for District 65 gathered and analyzed data on "ability" and "achievement" for 136 Negro children who had been in continuous attendance at either Central, Dewey, Foster, or Noyes School through the primary years. A group of 132 white children in continuous attendance for the same period at two white primary schools was compared. Seven different measures from kindergarten through seventh grade were correlated and combined by reducing all measures to stanines. The theoretical normal expectation for the Evanston public school population as a whole would be as follows: 4 percent at 1 (low); 7 percent at 2; 12 percent at 3; 17 percent at 4; 20 percent at 5; 17 percent at 6; 12 percent at 7; 7 percent at 8; 4 percent at 9 (high). This is equivalent to the normal bell shaped curve. The actual results for the two populations studied differ in the following fashion:

Score (Stanine)	Theoretically expected percent in Stanine	Actual percent of scores from Negroes	Actual percent of scores from non-Negroes
9	4	1	2
8	7	1	7
7	12	4	15
6	17	5	19
5	20	12	25
4	17	19	18
3	12	23	9
2	7	22	4
1	4	13	1

In 1965 he compiled test data on District 65 children from tests administered in 1964 in kindergarten, first, and second grades. The first table below shows the number of "Poor Risks" and "Low Normals" on the Metropolitan Readiness Test given in May 1964 to the District 65 Kindergartners. "Poor Risk" is described as "chances of failure high under ordinary instructional conditions. Further kindergarten work, assignment to slow sections, or individualized

Metropolitan readiness test, May 1964

School	Number of kindergarten children tested	Percent of "poor risks"		Percent of "low normals"	
		Reading readiness percent of children tested	Number readiness percent of children tested	Reading readiness percent of children tested	Number readiness percent of children tested
Central	56	5. 5	12. 5	28. 0	28. 0
College Hill	70	0	0	8. 5	5. 7
Dawes	83	2. 4	1. 2	14. 5	15. 7
Dewey	110	12. 7	10. 0	30. 0	25. 4
Foster	141	6. 4	5. 0	42. 5	31. 9
Haven	55	0	0	16. 4	14. 5
Lincoln	90	1. 1	0	8. 9	3. 3
Lincolnwood	70	0	1. 4	0	0
Miller	49	0	4. 1	12. 0	12. 2
Noyes	72	6. 9	9. 7	19. 4	8. 5
Oakton	135	2. 9	1. 5	13. 3	5. 9
Orrington	61	3. 3	1. 6	13. 1	3. 3
Timber Ridge	57	1. 8	0	14. 0	7. 0
Walker	72	0	0	9. 7	6. 9
Washington	107	3. 7	4. 7	15. 9	14. 0
Willard	88	1. 1	0	9. 1	3. 4
Total	1, 217	3. 7	3. 6	19. 2	13. 5

work is essential." A score below 33 out of 66 correct on the readiness section and below 5 out of 24 on the number readiness section is the operational definition of "Poor Risks." "Low Normals" is described as "likely to have difficulty in first grade work. Should be assigned to slow section and given more individualized help." A score of 33–46 on reading readiness and 5–9 on number readiness places the child in this category.

The five integrated or Negro schools equal or exceed the average number of "Poor Risks" and "Low Normals" for the total population in all but two cases. The 11 white schools are equal to or less than the average in all but 3 cases. Note that the total number of students who are either "Poor Risks" or "Low Normals" cannot be determined without further information as to how many individuals fell into those categories on both the reading and number tests.

In April and May of 1964 the Metropolitan Achievement Test and the Stanford Achievement Test were administered to all first and second graders, respectively. The results by school from one part of each of these testings are set forth below. The data indicate which students are in greatest need of "special attention." The selection by the test developer of a grade indicating such need is obviously arbitrary. The same second graders were given IQ tests in the fall of 1963. The number and percent scoring at or below 85 IQ or receiving an "unreliable" IQ for each school also is noted.

School	1st grade, Metropolitan Achievement, reading comprehension, 1964		2d grade, Stanford test work study skill, 1964		2d grade, IQ scores 85 or lower 19 percent
	Number tested	Percent needing special attention	Number tested	Percent needing special attention	
Central	39	2.6	52	11.5	13.5
College Hill	74	2.7	66	1.5	3.0
Dawes	65	4.6	74	1.4	2.7
Dewey	94	5.3	94	10.6	13.8
Foster	153	9.1	138	7.1	17.4
Haven	61	0	41	0	0
Lincoln	91	3.3	90	1.1	3.3
Lincolnwood	71	0	76	4.0	2.6
Miller	53	3.8	51	3.9	3.9
Noyes	45	0	40	2.5	10.0
Oakton	121	1.7	116	1.7	.9
Orrington	51	1.9	48	0	0
Timber Ridge	66	0	78	0	1.3
Walker	62	0	66	1.5	1.5
Washington	81	7.4	73	0	4.1
Willard	79	2.5	83	3.6	1.2
Total	1,206	3.4	1,186	3.5	5.7

The data in the table largely confirm the expectations for each school arising from the readiness tests. In nearly all, but not all, cases the integrated and Negro school scores demonstrate a greater than average need for special attention. It is interesting that, while Foster School had more low IQ's in second grade than Dewey, it had a smaller percent needing special attention to word study skills. The opposite was true for the reading comprehension test the previous year. It is even more interesting that the Foster second graders have fewer IQ's 85 or below than in the national population, the norm for which is 20 percent.

The difference in performance potential of District 65 Negro and white children which is inferable from this kind of early warning data is confirmed with a vengeance by a profile of 60 white and 60 Negro seniors at Evanston Township High School which is presented in full in the companion study of the high school district. One item of information from that study will suffice for the moment to make the point. The 60 white students randomly selected had enrolled in a total of 238 honors courses in the high school. A total of 1 Negro student of the 60 studied had enrolled in a total of 1 honors course. Most of these children of both races had always been students in District 65 schools. The relationship of these honors statistics either to race or to the quality of education in the integrated and Negro elementary schools is, of course, problematical. It is a crucial fact that the Negro in Evanston as elsewhere has more than a color problem. While he may enjoy a lower middle class status on the basis of national income he is still far down the socioeconomic ladder in Evanston.

This matter of status perception and attitude is, of course, risky to quantify. Some efforts in this direction have been made in District 65. The results are of marginal value but at least deserve reporting. In 1964 a pair of Northwestern graduate students, at the request of the specially appointed Citizens Committee on Inter-Cultural Relations, undertook an attitude survey at the sixth-grade level. Questionnaires were administered to 1,021 sixth-grade students seeking their educational aspirations, opinions about school, and attitudes toward intercultural relations. Responses were correlated with socioeconomic status and with race. Social status of each child was based upon a standard index of parents' education and occupation. Of the Negro children 84 percent were low status; of the white children 15 percent. The social level of each school as a whole thus is closely wedded to the racial composition of the student body. The Dewey and Foster sixth graders formed a distinct group at one level and so on up to the all-white schools at the high status end. For most questions, but not all, the differences in responses were relatively small between social levels and between Negro and white.

The low status Negro and white both showed greater identification with teachers than either high status white or Negro whose identification with parent or friend was relatively higher. All, however, identified most strongly with parents. Practically all students said it was important to their parents and themselves that they receive good marks. The Negro child, however, spoke less frequently with his parents about school. Both high and low status Negroes felt greater adverse pressure from peers on the student who receives high marks. They also placed a higher value on athletics and other nonacademic aspects of school life than whites. Fewer Negroes at both social levels thought their school better than others in the city (about 37 percent) than did whites (about 56 percent). Few, however (about 4 percent), felt their school was not up to the average. No substantial difference appeared in responses to the question "How much of the time do you really like to go to school?" All groups fell between 84–88 percent in answering "more than half the time." High status whites and Negroes felt (94 percent and 88 percent, respectively) that more than high school was necessary to make a good living, but low status whites and Negroes (84 percent and 81 percent, respectively) were close behind. However, in predicting how far they would go in school only 64 percent of high status and 73 percent of low status Negroes thought they would get past high school. On the other hand, 92 percent of high status and 72 percent of low status whites expected to attend beyond high school. In all groups more students said they would like to go beyond high school than actually expected to do so. On the question whether ". . . it's a good idea for kids of all races and backgrounds to go to school together" only 5 percent in each group answered "no" except for the high status Negro, 8 percent of whom said "no."

The Research and Testing Department of District 65 also prepared a study in 1964 of absenteeism. Its general findings are of some interest. Negro children in integrated schools were found to have lower rates of absenteeism than either segregated white or Negro groups. Of the three groups the absenteeism among segregated white children was highest. Unfortunately no data were obtained on white attendance in integrated schools. One ancillary finding in the absenteeism study appears interesting and significant. The Negro child in District 65 is more likely to stay in the school system and in an individual school than his white counterpart. The problem of rapid turnover with all of its educational ramifications is not a major concern in District 65.

Finally, a word should be said of the problem of discipline. Is there any indication of a differential among the schools of disruptive antisocial behavior by students? The principal of each school was asked by the reporter to comment in writing. It is difficult to find a pattern in the answers. In most schools—Negro, white, and integrated—no problem of any magnitude is reported. The all-Negro school in former years went through a period of window breaking but now has no significant problem. Only one of the integrated elementary schools reports increasing difficulty during the past 5 years. One junior high school has kept a rough statistical count over 10 years which indicates a significantly higher rate of antisocial behavior by the Negro children. This source and others suggest that the Negro girls are very frequently the offender. In all this, however, it must be made very clear that what disciplinary problems exist are of such a minor nature that to devote this paragraph to them has almost inevitably involved their exaggeration. The armed assault, the malicious destruction of property, and the necessity for expulsion from school are almost unknown in the district.

7.3 Compliance in a small community

Many large metropolitan areas north and south are moving toward resegregation despite attempts by school boards and city administrations to reverse the trend. Racial housing concentration in large cities has reinforced neighborhood school patterns of racial isolation while, at the same time, many white families have moved to the suburbs and other families have taken their children out of the public school system, enrolling them instead in private and parochial schools. Small towns and medium-sized areas, north and south, on the other hand, are to some extent desegregating their schools.

In the Deep South, where there has been total school segregation for generations, there are signs of compliance within a number of school systems. The emphasis on open enrollment and freedom of choice plans, however, has tended to lead to token enrollment of Negroes in previously white schools. In school systems integrated at some grade levels but not at others, the choice of high school grades rather than elementary grades has tended further to cut down on the number of Negroes choosing to transfer because of the reluctance to take extra risks close to graduation.

The move toward compliance is described in the report of one small Mississippi town, name disguised:

> The time has come for foot-dragging public school boards to move with celerity toward desegregation. . . . The rule has become: The later the start, the shorter the time allowed for transition. (Judge J. Minor Wisdom, U.S. Court of Appeals for the Fifth Circuit, June 30, 1965, Jackson, Mississippi.)

There is no doubt that legal intervention has been crucial for the token desegregation that has occurred in Mississippi so far. However, the State's school districts have taken two quite different positions with respect to the educational provisions of the 1964 Civil Rights Act. One position involves waiting for an actual court order, whether out of defiance, out of inertia, or out of fear of local white reprisals. Needless to say, this position has been the most common in Mississippi. Some school systems are still waiting; others, like Bayou County, have fallen victim to the courts, unprepared and at a late date. But a second position is quite different. A few school systems decided to act out of anticipation rather than forced reaction. River City was one of these.

As early as February 1965, the River City School Board made it known that it was voluntarily preparing a desegregation plan to submit to the U.S. Office of Education. A school board member explained the decision this way:

> Sure we could have postponed desegregation for a while. But it wouldn't have been for long, and besides, this would have meant cutting ourselves off from Federal funds. These funds can make the difference between a poor school system and a good one. We have a long-standing commitment to good schools that we are not about to back down on. There was, of course, disgruntlement with the decision. But there was also support. The town's daily newspaper backed the decision, and so did the student newspaper of the local white high school:
>
> "(This decision) was a significant step forward in better race relations. . . . The test to the maturity of River City High School's student body will come when and if the school is integrated. We must show the general public that River City will not submit to disorder and chaos but will set the example for the rest of Mississippi."

Yet, it was one thing to decide to submit a plan and quite another to prepare the plan itself. The details were subject to extensive debate among the school board members as well as within the community at large. Four Negroes were asked to meet with the board, and they argued that total integration would be just as easily accomplished as any more gradual process, including a grade-a-year plan. The board found the logic elusive. Ultimately in May, it submitted a plan which even fell short of the Office of Educations requirement that four grades be desegregating the first and second grades alone desegregated in the fall. The board hoped that desegregating the first and second grades alone would suffice for the first year; it set a target of 5 years for the full desegregation of all 12 grades. The reasoning was that the racial situation in Mississippi constituted extenuating circumstances os that precipitous action might produce violence and wholesale disruption. The reasoning was applauded by the local newspaper. An editorial argued that the proposal was wisely cautious but represented a courageous move forward:

> This is no time for the faint of heart to sit on a Deep Southern school board. Nor is it time for those who still believe that a shrill bellow of defiance from this section of the Nation is sufficient to bring the Federal walls tumbling down.

In any event, the board went ahead to implement the proposal before the Office of Education made its decision. The mechanism for first- and second-grade desegregation was to be "freedom of choice." That is, every first- and second-grade student in the city was allowed his choice of any elementary school in the city—whether formerly all-white or all-Negro. Two days were set aside for registration during the last of May. The school officials held their breaths. Would the registration itself provoke racial incidents? Would there be an avalanche of Negro applications to white schools, thus provoking later white recriminations? Would the new distribution of students—both white and Negro—upset planning for the forthcoming year in terms of budget, teacher placement, and equipment allocation? The answer was "no" to all three anxieties.

The registration went "smoothly" and "efficiently," according to all concerned. A local Negro leader reported several phone calls from whites who warned of trouble if the Negroes should completely abandon their former schools, but no more was heard and the scene itself was without incident. This was partly because of a chief of police who restricted the area to parents, pupils, and officials alone. It was partly because Negro applications to white schools were far fewer than many had expected; the feared avalanche was at most a trickle. River City's first hesitant but voluntary step in the direction of desegregation was gratifying to its white leadership. The absence of trouble in May augered well for the following September.

But it was indeed "a long, long time from May to September." Feedback was far from reassuring concerning Federal acceptance of the two-grade plan already in effect. Warnings were given teeth in late June. Then a decision of the U.S. Court of Appeals for the Fifth Circuit ordered the Jackson, Mississippi schools to conform to the full letter of the Federal Office of Education's requirements for 1965–66, that is, to desegregate 4 grades by the fall of 1965 and to complete full desegregation in all 12 grades by the fall of 1967. This was far less deliberate speed than River City's voluntary plan had intended. Nevertheless, under Title IV of the Civil Rights Act, it was clear that the Court's decision could be quickly extended to River City on the initiative of the Justice Department alone. Delaying tactics were no longer feasible. As the President of the School Board pointed out:

> The crucial clause of the Civil Rights Act had nothing to do with Title VI and eligibility for Federal funds. Instead it was Title IV under which the Attorney General himself could initiate legal action in a hurry to force compliance. The precedent established in Jackson was found to reach us in a matter of months. It would be foolish for us to ignore the handwriting on the wall. Why not read it, and accept the Federal funds to be had in the bargain? . . . The real choice is whether we're going to obey the law with Federal aid or obey the law without Federal aid.

At this point, the school board withdrew its earlier proposal and submitted an extended version that was in full agreement with the requirements of both the Office of Education and the court decision. In addition to the first and 2d grades of the elementary school, desegregation was extended to the 7th and 12th grades, that is, one grade in both the junior high school and the senior high school. Why these particular grades? River City's Superintendent of Schools explained it this way:

> As long as we're going to desegrate, we felt that we should do it right. It seems only fair to give the Negro 12th graders a chance at desegration during their last year in the system. It also seemed fair to expose junior high schoolers to desegregation because they're going to find out about it sooner or later, and it might as well be sooner. We stuck with the desegregation of the first and second grade because we had already registered them back in the spring. Besides what do the little kids know about white and black? We have thought all along that the elementary school would be the easiest.

Now it is certainly true that the school administration avoided the strategy of grouping the "undesirables" in one or two grades or schools where they could be isolated from the white remainder and ruled with an especially heavy hand; it is even true that seating within classrooms was done alphabetically or otherwise to prevent racial clustering. On the other hand, in all of this the local school officials may claim too much credit for merely complying with the Office of Education's requirements. Thus:

> Desegregation will be extended to at least four grades for the 1965–66 school year; the grades covered must include the first and any other lower grade, the first and last high school grades, and the lowest grade of junior high where schools are so organized. . . .

With only one exception, River City's desegregation conformed to these unequivocal demands.

The desegregation of grades 1, 7, and 12 is clearly stipulated. Since River City has no public kindergarten, it was not obliged to integrate "any other lower grade" below the first. Note, however, that River City did not desegregate the 10th grade (or first year of high school), but chose instead the second. This was largely because it had already conducted freedom of choice registration for the second grade and was committed. Here is one of several instances in which River City took advantage of a later clause in the Office of Education guidelines, indicating that a different pattern of desegregation will be acceptable in "exceptional cases."

Meanwhile, the choice of grades 1, 2, 7, and 12 seemed reasonable enough to River City's Negroes. A second registration period was held in late August and freedom of choice was offered once more to 1st and 2d graders as well as for the first time to 7th and 12th graders. Again there were no incidents. The process went smoothly save for the school administrators who were frantically trying to keep abreast with the late changes in student distribution over some 16 separate schools. Yet, just as in May, the number of Negroes choosing to attend white schools was small. By the end of this second registration period, less than 1 in 10 or only 147 of some 1,500 eligible 1st, 2d, 7th and 12th grade Negroes had chosen desegregation. Moreover, of the 147 Negroes originally registered, only 135 actually attended white schools on the first day of class, and of the 135 beginning school, only 120 remained by January.

There are two distinct issues here. The first concerns the low turnout of Negroes in the white schools generally. The second concerns the attrition over time of one-tenth of the original Negro students entering the white schools. Negro parents and leaders had no complaints about the registration periods; they were adequately advertised and neither the white school board nor the white administrators placed obstacles in the path of free choice. What is more, the school officials did not take advantage of the opportunity to shuttle Negro students back to the Negro schools once the term had begun. The Superintendent of Schools himself put it this way:

> At the beginning of the year, several Negro students wanted to change their registration and switch back into the Negro schools. Imagine what would have happened if we had allowed some 6,000 students this privilege!
>
> It would have meant in effect still another registration period and neither my office nor my staff were up to it. We just put our foot down and said, "Brother, you chose to go to a white school and now you're going whether you say you want to now or not." I don't care what color a student's skin is—white, black, purple, or orange—I'm not going to run an educational cafeteria on a short-order basis.

Part of the attrition is attributable to geographic mobility in a region from which Negro families are leaving at a rapid rate. But another part has to do with the simple problem of adjustment. Many Negro students were intimidated by potential academic and/or social barriers. Some of these simply dropped out of the school system altogether. Mississippi revoked its compulsory education law soon after the 1954 Supreme Court decision. The State Superintendent of Education now estimates that as many as 22,000 of Mississippi's school-age children shun the education available to them. As deplorable as this may be, it probably does serve as a facilitating mechanism for desegregation itself. Many of the potential "troublemakers" who are alienated from the schools in the first place are allowed to leave the system altogether.

For whatever reason, there has been little trouble so far. This is the consensus of a wide variety of respondents, including not only school administrators and teachers, but also militant civil rights leaders, Negro parents, white citizens, and the reputed leader of the local chapter of the United Klans of America. All confess astonishment at the lack of difficulty. All indicate satisfaction with the behavior of their opposite numbers—whether white or Negro.

7.4 A voluntary transfer plan for racial balance in elementary school

The public schools are more rigidly segregated at the elementary level than in the higher grades. In the large cities, elementary schools have customarily made assignments in terms of neighborhood boundaries. Housing segregation has, therefore, tended to build a segregated elementary school system in most cities in the North and, increasingly, in the South as well, where de facto segregation is replacing de jure segregation.

Various communities have been struggling to find ways to achieve greater racial balance while retaining the neighborhood school. Bussing, pairing, redistricting, consolidation, and many other strategies have been tried. Many have failed; others have achieved at least partial success. In

New Haven, Connecticut, considerable vigor has been applied to the problem: Whereas pairing was tried at the junior high level introducing compulsory integration, a voluntary transfer plan was implemented at the elementary level. Relief of overcrowding was given as the central intent of the transfer plan but indirectly greater racial balance was achieved since it was the Negro schools that were overcrowded. With the provision of new school buildings, however, this indirect stimulus to desegregation will not be present. In New Haven the transfer plan was more effective than in many other communities because of commitment of school leadership, active solicitation of transfers by door-to-door visits, provision of transportation for those transferring, teacher cooperation, heterogeneous grouping in the classrooms, and other factors.

The original plan provided that students could apply to any one of a cluster of several elementary schools within a designated "cluster district," and the application would be approved on the basis of availability of space, effect on racial balance and certain unspecified educational factors; that students "presently enrolled" at a particular school would be given priority; and that transportation would be provided where necessary. The July 7th Report did not, by its terms, purport to adopt all of the original plan—or even all with stated exceptions and qualifications. Instead, it purported to adopt only the specified "following action program." Yet it is self-evident that what follows in the adopted "Program for Action" is not a complete statement of a program. For example, the original plan contained a list of the elementary schools included in each "cluster district" and ten additional paragraphs of explanatory text. In place of this, the July 7th Report said only:

> Starting in September 1964 the elementary schools will be organized in districts under the same boundaries proposed in the original proposals. Parents living within a particular district will have the option of sending their children to any elementary school within the district—if there is room. This will be strictly a voluntary program and children presently enrolled in a particular school have the option of staying at that school if they so wish.
>
> The elementary school districts and the cluster of schools serving each district are as follows:
>
> District No. 1.—Beecher, Edwards, Ivy, Hooker, Lincoln
>
> District No. 2.—Cheever, Clinton, Conte, Lovell, Lloyd, Strong, Winchester, Woolsey
>
> District No. 3.—Hale, Jepson, Quinnipiace, Ross, Woodward
>
> District No. 4.—Baldwin, Barnard, Dwight, Scranton
>
> District No. 5.—Day, Kimberly, Prince, Truman, Welch
>
> District No. 6.—Brennan, Davis, Edgewood, Sherman, West Hills

Does the adoption of the districts, "under the same boundaries proposed in the original proposals," together with the single paragraph of text indicate that all details not specifically incorporated or restated are rejected? For example, does the omission of the racial balance standard indicate that the Board had dropped it, *sub silentio*, as a relevant criterion? This conclusion seems unreasonable. The members of the Board of Education and the former Superintendent, when questioned at the end of the 1964–65 school year, certainly believed they had adopted the original proposal. At the same time, they were familiar with the plan as implemented, which, as will appear shortly, was different in several respects. For purposes of simplicity here, it will be assumed that, except where it was expressly amended or replaced, the proposals were adopted in their entirety where they were adopted in substance. Thus, it will be assumed in this report that it was the original plan which was adopted by the Board.

But the plan actually implemented bore little resemblance to the original text. One would have expected under the administration of the original plan, that every elementary school child's parent would be systematically provided with certain basic information needed to make a choice of his child's preferred school—the schools in the district, the right to apply for assignment to any school in the district, the preference not to change. Nothing of this kind occurred. Instead, certain schools were specifically singled out as sending schools; children in these schools were allowed to remain or to transfer, in most cases to a single specified school; the designated transferor and transferee schools were not uniformly in a single "cluster district;" only fifth and sixth graders (and later their siblings) were given any choice; most students in the system were given no chioce whatsoever, including many Negro students attending schools with greater than 50 percent nonwhite enrollments.

The original plan did apparently remain, but it faded into the background. It was even reported that a few transfers were made by students who had taken the initiative under it; but these reports were uncertain about the schools involved, and the number and race of the transferees. It is under-

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stood that all of the options of the original plan remained, but there was no effort to communicate this fact to the children or their parents. It seems clear that very few were aware of the original cluster plan which was adopted. What came to be emphasized was the utilization of space which had been merely a consideration of transfer originally.

It is impossible to state with confidence just what did happen. It appears, though, that the original emphasis was shifted inadvertently in the process of implementation. It appears that, as required, the Superintendent's office drew up a list of schools with space available; and, in addition, a list of overcrowded schools. It is not clear, but it is possible that this was a selective rather than an inclusive list, and that racial balance played a part in selecting the schools. It appears that Baldwin, a predominantly Negro school substantially under capacity, was never made a receiving school and children at Woolsey, a predominantly white school, substantially over capacity, were apparently never given the option to transfer to any other school. But it is difficult to reconcile some of the other inclusions and exclusions according to any racial criteria. For example, there were transfer privileges in the Hill area where the Negro enrollment in all schools was at least 18.4 percent, and in no school more than 57.5 percent. On the other hand, Scranton children were given no transfer privileges, although it was overcrowded and had a Negro enrollment at the end of 1963 of approximately 62.6 percent.

Subsequently, when the parents were being informed of their choices a second alteration occurred. The parents were not given the names of all schools with space available (or all schools in their cluster district with space) but only a specifically designated school. This may have resulted from the fact that, in many cases, the parents were instructed of their options by volunteer workers who did not themselves fully understand them. Or it may have been the result of a conscious decision to simplify the plan to parents. Also, this second decision, like the first, was clearly designed to make both paperwork and bus scheduling more efficient. And it reduced to two the number of options the parent had (to transfer or not to transfer).

What happened in practice was something like the following: Principals at the transferor schools were informed of the schools at which there was space available and directed to inform the parents of their option to stay or transfer to one of these schools. This information was sent out to the parents by the principal as a general form communication. Almost no response was received. Following this, at least in the Ivy, Lincoln, and Winchester areas, a telephone calling, doorbell ringing campaign was undertaken to reach parents of children in these schools on an individual basis. Ultimately, a sufficient number of parents exercised the option to transport their children to a different school to relieve overcrowding in these three schools in the Dixwell-Newhallville area. Options were also given for transfers within the Hill area, where Truman and Prince were substantially under capacity as a result of transferring the seventh and eighth grades from these two schools to the junior highs. These options were not exercised. In the case of the Hill areas, racial balance would not have been a significant factor, and a much less intense effort was made to solicit transferees. Thus, as it turned out, all of the sending schools were predominantly Negro.

As the program was carried out, approximately 280 pupils transferred from Ivy, Lincoln, and Winchester to Davis and Edgewood in the western (Westville) section of the city and to Hooker, Edwards, Clinton, and Woodward in various parts of the eastern section. From Winchester, where more than half of these pupils had previously been assigned, fifth- and sixth-graders went to Clinton in the Fair Haven section and to Woodward in the East Shore, and fifth-grade pupils also transferred to Davis and sixth-grade pupils to Edgewood. The remaining transferees were divided in roughly equal numbers between Ivy and Lincoln. Former Ivy fifth- and sixth-graders transferred to Hooker, and former Lincoln fifth- and sixth-graders transferred to Edwards. As the year wore on, there were a number of individual changes for various reasons, such as the child's or parent's dissatisfaction; adjustment problems, or special difficulties encountered at the receiving school. In addition, younger children were permitted to go along with older siblings. Ivy, Lincoln, Hooker, and Edwards were all assigned to the same cluster districts, and so the transfers involving those schools were consistent with the designed pattern. By contrast, the schools to which Winchester transferred children were not schools in its cluster district with the exception of Clinton. The simple explanation of this is that the districts were disregarded in carrying out the plan. It is possible, however, that Winchester was treated as a special case. It was a very large school, with a very large Negro enrollment, located in the center of the city. In the preliminary drafts of the racial imbalance report, it was changed from one district to another, and it was even considered that it be treated as a part of no district at all. In the end, this is apparently what happened. Unfortunately, there is no recorded explanation of the change, and therefore it is not clear that it happened consciously.

Voluntary transfer plans have been widely criticized as ineffective and even deceptive. It is argued that they place all of the burden—including the burden of expense and initiative—on the Negro child and his parent, that the Negro is least able to bear these burdens, and that a voluntary transfer plan often serves as an avenue of escape for white children who would otherwise have to attend a Negro school. These factors appeared to be present in New Haven, but with very important qualifications.

It was certainly true that New Haven's plan left most of the inconvenience on the Negro child. It was they who had the bus ride, the extra time to get to school and the major burden of adjusting to a strange school, new teachers, and new classmates. This latter burden was aggravated by the fact that those who transferred represented only a relatively small racial minority of the total enrollment of the school to which they transferred, a fact which seems to contradict the Board's recognition that where a school is integrated, it should be integrated all the way. At least within their particular classes, however, the children who transferred entered a situation of relatively good racial balance The Negro community was not anxious to assume these extra burdens, but it is not clear that their reluctance stemmed from lack of initiative. According to the uniform opinion of those asked, it appears that the instincts of Negro parents against bussing their young children are indistinguishable from the instincts of white parents. They do not like their young children to be far away; they do not like getting up earlier to send them to school; they do not like packing lunches; they do not like the potential danger of bus travel—imagined or real; they do not like—perhaps especially—the thought of subjecting their children to a strange and possibly unfriendly situation. Because of apprehensions associated with some or all of these factors, many Negro parents preferred sending their children to the familiar "neighborhood" school. Many were willing to "bus" their children, but there was no suggestion that this was because of insensitivity to these adverse factors. It was apparently because, for reasons sound or unsound, the adversity seemed acceptable, on balance, in order to obtain for the child an integrated education. But there is a kind of "fall out" from this experience that must be grasped if the subtle problem of integration is to be understood. This was characterized by the assertion that "The Negro is tired of carrying the entire burden of integration." The assertion appeared to say that American ideals are supposed to demand integration. But accepting integration only at the Negro's expense is not accepting it at all. Thus, this view expresses a deepening of frustration and bitterness.

Despite the indicated reluctance and inconvenience, a sufficient number of children exercised their option to transfer from Winchester, Lincoln, and Ivy to reduce overcrowding at these schools and to provide some integrated classes at the receiving schools. No doubt the number of transferees was in large measure a result of the fact that they were actively solicited. According to some reports, some overzealous recruiters in the doorbell-ringing campaign did not make it clear that the children had the option to stay at the old school.

Perhaps the best test of the success of the program as actually carried out will be the number of children who choose to transfer in the second year. There have been reports of widespread dissatisfaction with the program and assertions that no one would transfer the second year. On the other hand, there have been directly contrary reports. At this writing it is too early to be sure, but it now appears that there will again be a substantial number of transferees. However, as the particular options will have changed considerably in the coming year, a straight comparison cannot be made. The choices of Ivy and Lincoln children will be quite similar with two exceptions. First, the fourth grade, in addition to the fifth and sixth, will be given transfer privileges. Second, Ivy children will be permitted to transfer to Beecher and Sherman as well as Hooker, and Lincoln children will be able to transfer to Lovell as well as Edwards. The number of Winchester transferees will be sharply curtailed. Its 16 fifth-graders now at Davis will be permitted to remain there as sixth-graders. In addition, 15 fourth-fifth, or sixth-graders at Winchester will be permitted to transfer to Edgewood.

Winchester children will no longer have any option to transfer to Woodward or Clinton. In part, these changes are clearly based on shifts in the availability and need of space. Winchester will be less crowded as a result of the opening of the new school on Goffe Street. Space at Woodward was needed to relieve overcrowding at Quinnipiac. It is also reported, unofficially, that these changes reflect informal indications of what the students and their parents desired. These reports indicate, for example, that the elimination of Woodward and Clinton as receiving schools for Winchester transferees was consistent with the wishes of the Winchester students and parents. These reports suggest, too, that the program in other respects was considered a success by the people most directly involved. If they are accurate, they suggest that the number of transfer options provided are expected to be exercised.

Many observers from within the New Haven school system believed that the voluntary plan was successful. On their own initiative it was always this plan, and not the junior high school pairing plan, which was cited as the source of this or that sparkling example of success. No one was heard to dispute the conclusion that the voluntary racial balancing plan was more spontaneously successful than the junior high school plan.

The overriding similarity to the junior high plan was that some of the same pervading tension existed for both. Similar, too, was the bussing, the strangeness, and the generalizable difference in academic achievement. But differences seem more significant. Even the tension was clearly focused much more on the junior high schools. And the children were younger, less encumbered by adult attitudes and, perhaps, less susceptible to the stresses. They were not, after all, adolescents in the fully developed sense that the junior high pupils were. In addition, the fifth- and sixth-grade transfers were voluntary, whereas the seventh- and eight-grade transfers were compulsory. The segregation in many classrooms which was characteristic of the junior high school program did not occur at the lower levels. There were complaints based on ability differences and the reinforcement of racial stereotypes, but these disadvantages were relieved by the more fluid situation that existed as a result of heterogeneous grouping. Examples were cited of Negro and white children pairing up and working together in class. Although there is no supporting documentation, there are also said to be many instances of improved academic performance among the transferees. Occasional examples of close friendships were reported; there were some after-school excursions into the neighborhoods of the new-found friends. Undoubtedly, these latter were isolated incidents but they would not have existed without the Board's plan. Parallel instances may have taken place at the junior high level, but none were reported. Perhaps the attitudes of the teachers, too, helped the situation at the elementary level. This is not to say that they were uniformly sympathetic to the plan, but they were far from uniformly unsympathetic. The simple fact that only a very small number of teachers in a particular school were affected directly may have helped too. That the Negro children at these ages would be well-dressed and well-mannered is so obvious as to be almost embarrassing. Yet such superficial factors apparently helped to earn a more favorable reaction from the teaching staffs as a whole.

There were, inevitably, some snarls. From hindsight, it seems incredible that the transfer students would have been bussed back to the transferring school for lunch until November of 1964. But, to take one example, hot lunches were provided at Winchester and not at Edgewood or Davis, and hot lunches were, or seemed to be, an important factor to the parents. This extra round of bussing not only meant more travel time, but it also had the effect of strengthening the identity of the transferred children as foreign visitors. Fortunately, the hot lunch program was eventually given up in favor of a cold lunch program at the transferee school—that is, supervision of children as they ate lunches brought from home. This in turn raised a separate, and even more ludicrous problem. The transferee schools had not previously had a cold lunch program. The innovation first brought some sulky protests, since the program had earlier been denied. Then it brought an oversubscription of children from the area of the transferee school. Ultimately the problem was solved by permitting only "local" children of working mothers to stay.

As implemented, the New Haven plan had certain features which made it an exemplary voluntary plan. It was a strong plan, first of all, because transportation was provided the transferees. Perhaps even more important, the transferees were diligently solicited and informed of the advantages of transferring. As carried out, the plan had the special advantage of simplifying greatly the choices involved.

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In addition, the plan actually implemented may have been better calculated to achieve improved racial balances than the original. Because only schools with over 90 percent Negro enrollments were, finally, designated as sending schools and schools over 90 percent white as receiving schools, the possibility of aggravating racial imbalances were minimized. In fact, the principal of the Ivy School reported that the number of white children who exercised their option to transfer was large enough to create a greater Negro concentration as a result of the plan. But the difference was a fraction of a percentage point and, at a school that started at 89 percent nonwhite, that difference seems totally insignificant. It was meaningless compared to adding a number of Negro children to the fifth and sixth grades at Hooker, and giving Negro children at Ivy the freedom to transfer out of a segregated school.

It is true that, under the terms of the plan as implemented, a meaningful adverse effect on racial balances would have resulted if all white children and no Negro children had transferred out of the transferring schools. This would have deprived the remaining children of all contact with white children during school hours. There was no guarantee that this would not happen. But the vigilance with which transferees were sought prevented it. At bottom, of course, it was the commitment of the Board of Education and the school administration that made the plan work.

The most important defect in the plan as a desegregation device is that it apparently depends upon the availability of space at the receiving school and overcrowdedness at the sending school. When New Haven completes its present school building plan, it will not, generally, have under capacity and over capacity schools. Even before that there is no assurance that predominantly white schools will have available space or that predominantly Negro schools will be overcrowded. As already indicated, the second year of the plan appears to be far less effective in reducing racial imbalance. At least in part as a result of changes in space utilization, far fewer Winchester children will be entitled to transfer out of a predominantly Negro school in 1965–66. A lesser, though still significant, disadvantage in New Haven's voluntary plan was related to the first. This was the plan's failure to relieve racial imbalance at the levels below grade 5 at even the most imbalanced schools and for any grades at the somewhat less extremely imbalanced schools.

7.5 Desegregation and redistricting at the junior high school level

The junior high schools, customarily grades 7 to 9, have been the focus of considerable effort and tension in desegregation plans in many communities. With most areas clinging to the neighborhood school at the elementary level with resultant patterns of racial concentration, and with high schools already more integrated because of their lesser reliance upon neighborhood boundaries and their prior consolidation to achieve maximum resources, junior high schools have been a natural place to start desegregation plans. Like the elementary schools, they have in the past been assigned students on the basis of geography; but on the other hand, they tend to represent some degree of consolidation in that children from several elementary schools feed one junior high school. Further, parental pressures have been less severe for the maintenance of rigid neighborhood boundaries than at the elementary level.

Pairing of two junior high schools to achieve greater racial balance has been tried in a number of communities. Redistricting or redrawing the boundaries of areas that feed the schools has been tried in other areas. In Berkeley, California, after considerable community tension and struggle, a plan was put into effect that desegregated all three junior high schools (one had been desegregated previously). All of the 9th-graders were sent to a single school, previously Negro, and the 7th- and 8th-graders were assigned to the other two schools. The new 9th-grade school was given a new name to signal its new identity in the eyes of the community. The integration plan was most eagerly adopted in the new 9th-grade school that had shifted from de facto segregation. There was initial resistance in the previously white school, particularly from the teachers, though the presence of Negro teachers transferred out of a segregated school and determined to make the plan work was an asset. Tension ebbed after the first months. A measure of racial concentration continued, through tracking of classrooms and through "self-segregation" in extracurricular activities. The previously desegregated school was not, however, fully integrated in spirit. The new plan helped somewhat through the modifying of the previously rigid tracking system.

In the city at large, however, the proportion of Negro students in the junior high schools is increasing more from the decline of the white school population than from the gain of Negroes and the schools facing future racial isolation despite the city's efforts.

Berkeley presently has three schools servicing 7th-, 8th-, and 9th-graders. One of these schools, Garfield, is a 7–8 school. Another, Willard, will become a 7–8 school next year. The third, West Campus (of Berkeley High School), is entirely 9th grade. (It will have all the 9th-graders next year.) This arrangement has resulted in three integrated schools. Prior to the adoption of the integration plan (the Ramsey Plan), Berkeley had one white (Garfield), one Negro (Burbank) and one integrated (Willard) junior high school.

After some initial observations concerning the population trends among junior high school students over time, this section will examine reactions to integration at the previously white school and the previously Negro school. It will also describe briefly the substance of integration at the previously integrated school, examining in some detail the tracking system used there.

Racial population in grades seven through nine for the years 1960, 1963, and 1965 are indicated in the table below.

Racial populations in grades 7–9 in Berkeley, California

Race	1960		1963		1965	
	Number	Percent	Number	Percent	Number	Percent
Negro	1, 158	30. 9	1, 373	38. 8	1, 382	41. 3
White	2, 297	61. 4	1, 829	51. 6	1, 615	48. 3
Oriental	287	7. 7	340	9. 6	346	10. 4
Total	3, 742	100. 0	3, 542	100. 0	3, 343	100. 0

The data show increasing Negro and decreasing white proportions. Interestingly, however, the gross increase in Negroes between 1963 and 1965 was infinitesimal even though the corresponding increase between 1960 and 1963 was significant. Gross decreases among whites, however, were substantial between both periods, although somewhat surprisingly there was a larger proportionate decrease prior to integration than afterwards. In any event, should the present trends continue, Berkeley's junior high school grades will become predominantly Negro more because of the loss of whites than the gain of additional Negroes.

The racial distribution at the three junior high schools was as follows prior to the adoption of the Ramsey plan.

School	1960			1963		
	Negro	White	Oriental	Negro	White	Oriental
Burbank Junior High (now West Campus)	686	289	99	839	160	105
Percent	63. 9	26. 8	9. 3	76. 0	14. 5	0. 6
Willard Junior High	415	509	78	466	467	91
Percent	41. 4	50. 8	7. 8	45. 5	45. 6	8. 9
Garfield Junior High	57	1, 499	110	68	1, 202	144
Percent	3. 4	90. 0	6. 6	4. 8	85. 0	10. 2

During the school years 1964–65 (after the plan was adopted but prior to the readjustment of the attendance boundary between Garfield and Willard for 7th and 8th grades), Willard's percentages remained approximately the same, and Garfield and West Campus had proportions approximately as follows: Negro, 33 percent; white, 59.6 percent; Oriental, 10.1 percent. The board of education in March, 1966 redistricted Willard and Garfield for the fall, 1966. This will send children from Hillside Elementary (a white school) and Lincoln Elementary (a Negro school) to Willard rather than Garfield. Lincoln has been a feeder to both Garfield and Willard. In addition, Willard will lose its 9th grade to West Campus now that construction has been completed at the latter school.

These steps should have the effect of reducing the population of Garfield, and equalizing the racial percentages at both schools. Thus, Berkeley will have completely desegregated the 7th through 9th grades in the fall, 1966.

Garfield Junior High School is a large, sprawling school located west of the Hills and south of Thousand Oaks. For 50 years it was the "prestige" junior high school in Berkeley, servicing mainly the Hill area. Prior to adoption of the Ramsey plan, its Negro population was less than 5 percent. Garfield had had a highly "academic" reputation. In some subjects there were 13 or 14 different tracks; thus high achievers were singled out for very special treatment. Garfield was not only all white; it was upper middle class as well. A high proportion of children came from professional and university families. High academic achievement was the norm.

Predictably, a significant proportion of Garfield staff opposed the Ramsey plan. Few of its teachers had participated in the intergroup project activities. Few of its teachers had ever had to cope with "troublemakers." Many of its few Negro students had done badly in the past. Additional Negroes could only mean trouble, slippage in prestige, change in mores. A large proportion of the staff believed themselves incompetent to handle the new disciplinary problems and understandably feared the unknown. Their reactions were supported by a small proportion of vocal Garfield parents.

The first year of integration (fall, 1964) began inauspiciously. The staff had only 3 months to prepare for the change because the board action had occured late the prior spring. Moreover, much of the central administration's efforts were devoted to Burbank (West Campus). There was more resistance among whites in the Hills to sending their children into the Negro area than having Negroes come to Garfield.

The school was especially overcrowded that fall. Transfer of Willard's 9th grade had to be delayed until construction was completed at West Campus. This had the effect of increasing Garfield's population. Moreover, construction was also proceeding at Garfield. Class sizes were maintained, but locker space was short, hallways and cafeteria crowded, and some teachers had no homerooms.

Many of the students were apprehensive. Whites feared violence. Many Negro eighth graders felt uprooted from "their" school and feared competition and change. Many of the "old guard" teachers resisted. They would not take responsibility for discipline outside their classrooms; they did not want to work with underachieving Negroes; in the words of one observer, "they tried to create a structure for failure."

Disciplinary incidents increased. Some white parents believed that their children were being beaten up. Others spread a rumor that a rape had occurred. It was untrue. Nevertheless, there were "incidents" generated by initial exposure of "underpriviledged" Negroes to "privileged" white and vice versa. A number of Negro children "tested" the whites for reactions. The means were crude—bumping and jostling in hallways, tripping on the playground, "corking" (a light blow generally to the shoulder). Some white students were frightened by the intimidation and withdrew. But there were very few interracial fights. Others ignored the "testing" or reacted in a friendly way. Clearly, a number of whites were uncomfortable.

Much of the Garfield staff was new that fall. The principal was a beginner at the job although he had been at Garfield for the 2 prior years as dean of boys. Some 20 teachers from Burbank joined the Garfield staff. A smaller number went from Garfield to West Campus "with the ninth grade." (Teachers were given a choice of location and subject matter and apparently all requests were honored except one for location and six for subject matter.) There was no special in-service course for Garfield teachers before the opening of school. Reportedly, many of the Burbank teacher transferees were greeted coldly; there was some petty viciousness at worst and some isolation. There were also charges that ex-Burbank teachers were assigned a higher proportion of lower tracks because "they knew how to handle those children."

The situation improved markedly during the first year. A core of some 20 teachers (a majority of whom were from Burbank) worked exceedingly hard to make integration work. They took responsibility for corridor and playground discipline. They organized interracial noontime activities. The presence of 14 Negro teachers helped—it is difficult to be blatantly biased in the teacher's room when Negroes are present.

By midyear the principal was cautiously optimistic. By June he was optimistic. Disciplinary incidents had subsided markedly. A group of interested students had formed a race relations club growing out of an incident in which a Negro boy was harassed by other Negroes for being friendly toward whites. A homemaking class frankly discussed racial problems after a Negro pupil had been vilified by a 4-year-old nursery school boy with whom the class had been working.

The second year of integration was much more auspicious. There was no longer an air of uncertainty; clearly Garfield was to remain integrated. A small hardcore group of disciplinary problem children were transferred to newly opened 7th and 8th grades at McKinley Continuation School, thus removing the worst behavior problems. Staff no longer compared Garfield to the "old days;" rather the comparison was with last year and the comparison was favorable. Some, but not many, teachers left.

Some "social gains" have been made. The principal reported in December 1965 a comparison of "citizenship" marks of seventh graders who attended "old Burbank" in the past with those of seventh graders at Garfield who would have gone to Burbank. The number of low marks was reduced dramatically. The chief "social gain" for whites has been significant: while many white students report that they are less comfortable than they were before (for instance, in their elementary schools), a significant number realize that they are being exposed to an important reality. They no longer live in "white ivory towers." There is still significant self-segregation in the cafeteria, in the playground, at dances; in short, in most social situations. There is also a measure of de facto segregation in class. Garfield uses four tracks. There are Negro students in all sections, in all tracks, but the lower tracks are predominantly Negro. But not all subjects are tracked (e.g., language, art, music, physical education).

White parents feared dilution of the academic program. This has probably not occurred to any significant extent. While the overall grade point average has dropped, the same Hill parents still complain to school staff how difficult the program is for their children. Tracking, of course, permits maintenance of the academic program.

The Garfield experience to date supports forcefully at least one conclusion: successful integration requires much more than redistricting, much more than feeding Negroes and whites into the same school. Great efforts must be made to anticipate frictions, provide flexible and motivated staff, and prepare all students for the new experience to come.

West Campus Junior High School (the old Burbank Junior High) started out as positively as Garfield negatively. Staff and student attitudes accounted for this.

The staff wanted integration to work. This was because of the change from de facto segregated to integrated status (the opposite of Garfield) and to the kinds of teachers at West Campus. Those who stayed wanted to be there. Those who transferred from elsewhere (Garfield and Willard) felt similarly. Moreover, the 12 new teachers recruited by the central personnel office were hand picked, well-trained, and highly motivated. In short, for a variety of reasons the teachers at West Campus wanted integration to be a success and were willing to work hard at making it so.

A number of strategies were adopted. One was to organize a multitude of activities so that the students would be so busy that they would not have time for trouble. This resulted in a number of clubs centering around different interests: French, Latin, chess, bird watching, athletics, skiing, surfing, etc. Teachers sponsored the clubs and put in extra time on them. Many of the clubs attracted whites mainly, although, apparently, all were integrated to some extent. A few clubs, especially those which were "carried over" from old Burbank, had numerous Negroes. Staff did not "force" integration during the first year, although it is estimated that 65–70 percent of the students were involved in some club activity.

The staff held orientation sessions with student leaders and "opinionmakers" from the eighth grades at Burbank and Garfield the preceding May and again in September just before school began. This group was impressed with the fact that they were moving into their first year of high school; that they were no longer "children;" that they had a responsibility to make integration work. In September, the group chose pro tem student officers who functioned until elections were held later.

The administrative officers at West Campus tried to involve teachers in planning. There is relatively greater academic "democracy" at West Campus than in junior high schools elsewhere; for instance, department heads form a sort of "cabinet" for the principal. Teachers serve on a steering committee on student relations which determines policies, often concerning integration and administers them.

The great difference in teacher attitudes at West Campus and Garfield manifested itself in many ways: extra time put in on activity clubs, willingness to be responsible for discipline throughout the school, not only in one's classroom, self-conscious awareness that integration requires attention to details and effort.

One observer had stated that "it was the kids who really made West Campus work." There is virtual unanimity that West Campus' first class was extraordinary. Various things are credited. The students knew they were participants in a social experiment and felt personally responsible. Many students rejected their parents' biased viewpoints, perhaps in a spirit of rebellion. In any event, disciplinary problems of the sort experienced at Garfield were rare at West Campus. While there was considerable self-segregation at lunch and at dances, there was quite a lot of communication between Negroes and whites.

The second year at West Campus started out less successfully. The spirit of Garfield's first year seemed to intrude. There was pushing and tripping in the halls, interracial remarks, general immaturity. This has diminished significantly over the year. The staff worked hard to set limits and be firm and consistent with discipline. It is also important, in the view of one teacher, that after a period of time it becomes evident to all students, that the teachers are not biased and thus the children who glory in being the objects of discrimination find that they cannot use this as a crutch to justify poor behavior. Club activity has continued, but now many teachers are going out of their way to recruit Negro members. The Teachers' Steering Committee on Student Relations has been very busy as has a student organized Student Relations Council which has sponsored a number of activities including a successful integrated dance.

Most school people in Berkeley feel that a separate ninth-grade school works well. Fourteen-year-olds, it is felt, get along particularly well alone. Boys, especially, are shielded from the competition of 17- and 18-year-olds in athletics and with girls. The one grade school permits teachers to concentrate on a narrower range of subjects and to offer courses which would not be feasible to maintain in three junior highs (e.g., German, Latin, Public Speaking). The major disadvantage is that the staff has only one year to get to know the students and to shape their attitudes. In a meaningful sense, West Campus is very affected by the atmosphere maintained at Garfield (and starting next year at Willard also).

West Campus, as America generally, has a long way to go before the color of a student's skin is irrelevant. But the school's limited achievement in this direction so far clearly indicates that well trained, hard working, and well motivated staff are the indispensable ingredient in beginning to integrate rather than merely to desegregate.

Willard Junior High School has been desegregated since the thirties when another school attended by Negroes was closed because of earthquake dangers. The Negro population at Willard has grown slowly since then. It became the equivalent of the white in 1963.

Willard mixes a high proportion of upper-class whites with lower-class Negroes. This occurs because the white population comes mainly from the Claremont district while the Negroes come from Southwest Berkeley, relatively the most impoverished Negro section. This will change to some extent when Willard's ninth grade goes to West Campus and Hillside Elementary becomes one of its feeder schools.

Willard has the reputation of being desegregated, but not integrated. There is more "toleration" than integration, in the words of one of its administrators. Interracial fights are few. Social integration is slight. Classroom segregation, through tracking, has been prevalent, but is lessening.

Willard has 10 Negro teachers who teach "across the board." But desegregation, without efforts to integrate, has been the pattern for so long that the activities prevalent at West Campus (and to a lesser degree at Garfield) seeking to attain integration are not a regular part of the school program. There are some compensatory programs and there are some attempts to stimulate and motivate Negro students. But there is very little confrontation of racial problems—the prevailing attitude is that one "shouldn't spend too much time on that." Moreover, the Citizen's Committee reported that there was a greater willingness to encourage Negro students at old Burbank than at Willard, that Negro students generally felt happier at Burbank than at Willard where they had to compete with whites and that Negro students often felt defeated when they arrived at Willard.

The Citizen's Committee complained that the Willard tracking system fostered rigid intraschool class segregation. This criticism, in part, led to adoption of the four-track system. Willard counselors compiled tracking data by race and feeder school for the school year 1964–65. The results of the study give interesting insights on the problem of tracking and segregation.

The study concerns the seventh grade which entered Willard in September 1964. It reports on placement and performance of 239 youngsters for the first semester of that year. Willard switched to a four-track system that September. Generally, students were placed in one track for English, science, music, art, and history-geography. The data concern this placement. Another tracking calculation was made for mathematics. This is not shown here. Physical education was not tracked, nor were the electives of band, orchestra, glee club, spanish, reading workshop and study. Panels (or sections) were established in the first three tracks. Attempt was made to apportion children racially in the panels.

The table below shows that of the 239 children completing the first semester, 110 were Negroes, 107 whites, 13 orientals and 9 others. Over 50 percent of the whites were in track 1 as compared with 18 percent of the Negroes. Track 2, however, contained about 30 percent of the whites and 26 percent of the Negroes. But over 50 percent of the Negroes were in tracks 3 and 4 as compared with approximately 16 percent of the whites.

Tracking placement by race, Willard Junior High School, 7th grade—First semester, 1964

Track number	White		Negro		Oriental		Other		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Track 1	57	61. 95	20	21. 7	9	9. 78	6	6. 52	92	100. 0
Track 2	33	49. 3	29	43. 3	4	5. 8	1	1. 5	67	100. 0
Track 3	17	27. 9	42	68. 9	0	--------	2	3. 3	61	100. 0
Track 4	0	--------	19	100	0	--------	0	--------	19	100. 0
Total	107	--------	110	--------	13	--------	9	--------	239	--------

Median grades by track and race, Willard Junior High School, 7th grade—First semester, 1964

Race	Track 1	Track 2	Track 3	Track 4
Overall median	3. 0	2. 6	2. [illegible]	1. 7
Negro median	2. 0	1. 8	2. 1	1. 7
White	3. 1	3. 0	2. 8	----------
Oriental	3. 4	2. 8	----------	----------

It is evident that the Willard counselors sought to ameliorate the segregating tendencies of prior tracking. In the past, tracking was based primarily on IQ's, Reading Achievement Test scores, and Math Achievement Test scores. Evaluations by 6th-grade teachers played a less important part. Teacher evaluations, however, were relied on more heavily with the subject 7th-grade, and the 6th-grade teachers were given at least two opportunities to react to tentative placements before the counselors compiled their final lists.

Quite a lot has been written about the impact of standard intelligence and achievement testing on Negro students. One of the school psychologists reports an amazing increase in the test scores of some Negro students when the tests were given personally and the students were convinced that the tests were relevant to their future. But there seems to be a correlation between the test scores and graded performance in class work as indicated by the median grade table above. Negroes obtained median grades significantly lower than whites in each track. The data, of course, are only suggestive because they fail to isolate a number of meaningful variables. But they tend to corroborate the impressions of a number of teachers that bright Negro children are severely handicapped by their lack of expressive skills. An English teacher at West Campus, for instance, cited two Negro boys in a Track 1 class who evidenced sophisticated understanding of "Romeo and Juliet" in their intonations while reading parts aloud, but who performed miserably on written tests and homework problems.

A few in the District would scrap tracking completely. Any segregation, especially when it produces differently colored sections is seen as a severe depressant to the attitudes and motivations of those on the bottom. (It is said at Berkeley High that students in Track 4 derisively refer to their sections as "tuny" classes—derived from a special "opportunity" class program of the past—and that many students in these sections carry books used in the higher tracks in order to disguise their own placement.)

Most teachers, however, feel that ability classifications are very necessary for efficient teaching. Only the rare teacher, it is said, can deal effectively with a broad range of students.

Berkeley has sought a compromise between the two positions as evidenced by the Willard data. The compromise is to continue tracking, but to reduce the number of tracks and to place more Negro students in the higher tracks. The Berkeley system still caters to the high achieving child both in Track 1 and in special honors sections. But the extent of intra-school segregation has been reduced.

7.6 A plan for racial balance at the high school level

In a number of communities, students are assigned to high schools on the basis of area of residence, and hence, racial imbalance is continued. In Pasadena, California, a plan was initiated to redress this imbalance by opening places in the schools to allow the transfer of Negroes to the predominantly white high school. A measure of success was achieved but only after much resistance. Of interest particularly in this situation was the legal opinion that attempts to achieve racial balance were violations of the Constitution and that race could not be considered as a factor in school districting. Apparently previous racial concentration, aided by districting, had not been so regarded, yet attempts at desegregation were. The school board found its task made more difficult by such legal maneuvering.

In the summer of 1961, Jay Jackson, a 13-year-old Negro, lived with his parents at 2515 Laguna Terrace in Pasadena, in the northwest corner of the Washington Junior High School District. On August 10, 1961, the Board was presented with a request on behalf of Jay Jackson that he be allowed to attend Eliot Junior High School on the sole ground that Washington Junior High School was segregated "and therefore inferior." The request was denied. In September, a suit was filed against the Board to compel the granting of the motion for transfer. The legal issue was expanded by a brief amicus curiae raising "the question of the application of the so-called doctrine of 'affirmative integration' to this case." The California Supreme Court accepted this concept in its June 27, 1963, opinion. The court said:

> Where such [residential] segregation exists, it is not enough for a school board to refrain from affirmative discriminatory conduct. . . . The right to an equal opportunity for education and the harmful consequences of segregation require that school boards take steps, insofar as reasonably feasible, to alleviate racial imbalance in schools regardless of its cause . . . ."

While the *Jackson* litigation made its way through the courts, the Pasadena Unified School District faced the problem of redistricting school attendance zones. In the late spring of 1962, the Superintendent discussed with the NAACP Education Committee transfer of a small number of Lincoln Elementary School children to the Cleveland Elementary School. It was recognized that since both schools were predominantly Negro, this change would not help the problem of ethnic balance in the elementary schools. But the Superintendent had agreed with the NAACP that the time had come when redistricting of the entire school district must be faced. He presented to the Board on June 5, 1962, a proposal that a Citizens-Staff Advisory Committee on Redistricting be activated. After the Board had unanimously authorized the Superintendent to appoint the Committee, the Chairman of the Education Committee of the NAACP spoke, saying he hoped the Committee would seek ways to desegregate existing segregated schools, and maintain balance in those schools now integrated but, because of population movement, becoming segregated.

The Committee, composed of three-fourths of people from the school staff, was appointed on October 31, 1962. It met many times during the next 5 months, and presented its report on high school redistricting to the Board on April 9. With the dissent of only one citizen-member, who because of an accident had been unable to attend all but the first six meetings of the Committee, the report was unanimous. The Committee's report demonstrated that it had taken seriously that portion of the Board's statement of policy that "the widest distribution of the various racial, ethnic, and cultural groups in each school" was a desirable educational objective. Moreover, the Committee relied upon the June 1962, Declaration of Policy of the California State Board of Education which directed local boards to give "serious and thoughtful consideration" to the policy of "elimination of existing segregation and curbing any tendency toward its growth."

In the 1961–62 school year, Muir High School had 2,867 students, of whom 16.4 percent were Negro. Pasadena High School had 3,371 students, of whom only 2.2 percent were Negro. If existing zone lines were not changed, the gradual withdrawal of La Canada would drop total enrollment and greatly increase the Negro percentage at Muir. At the same time Muir would be operating below its capacity of 2,800 students and Pasadena well above its capacity of 3,000. The report recommended action for a third high school be initiated at the "earliest and most expedient time." But, the committee believed that a new third high school, while desperately needed, was not likely to be a reality. In 1959, a bond issue for a third high school obtained a 54 percent "yes" vote, far short of the needed two-thirds majority. As a result, the only question was where to draw a line more nearly equalizing school enrollments between the two existing high schools.

In drawing its line, the Committee was interested not merely in drawing a line that equalized enrollment, but also in drawing a line that moved toward equalized ethnic composition of the high schools by transferring white neighborhoods to Pasadena. The Committee's report pointed out that if lines were not redrawn, Muir would have 38.1 percent ethnic minority students (29.5 Negro and 8.6 percent others) while Pasadena would would have merely 7.4 percent (2.7 percent Negro and 4.7 percent others). Given the redrawn lines, Muir would be 28.7 percent ethnic minority students (20.3 percent Negro and 8.4 percent others) and Pasadena 10.5 percent (6.3 percent Negro and 4.2 percent others). Finally, and most significantly, the Committee recommended that the Board maintain a continuing policy to preserve ethnic balance, so that no high school would become more than 30 percent Negro or 40 percent nonwhite.

The Board merely received the report at its April 2 meeting. The April 16 meeting, however, was rescheduled for the evening hours so that interested citizens could attend and comment upon it. In the interim, it became clear that considerable opposition was developing in neighborhoods scheduled to be switched from the Pasadena to the Muir attendance zone. The April 16 meeting was begun with a statement which was said to summarize the "thinking to date of four individual members of the Board and the Superintendent." The statement directed itself to the Committee's recommendation that "the Board of Education initiate action for a third high school at the earliest and most expedient time." The Naval Armory adjacent to Pasadena High School had offered the temporary use of 11 classrooms for 1963–64, and La Canada seniors would be in attendance at Muir during the same year. It was possible, then, to maintain the status quo for another year. Since a third high school was necessary, and since this would require further redrawing of attendance district lines, the third high school recommendation should be accomplished before there was any further redrawing of district lines. If a bond issue were approved in October 1963, a school housing approximately 500 10th graders could be ready in September 1964.

A member of the board commented that he had not signed the statement because, having called a public meeting of this magnitude, he believed it better procedure to withhold any reaction or decision by the board until the public had been allowed to comment. The rest of the April 16 meeting, and a substantial portion of the April 23 meeting, were taken up with citizen reaction to the committee recommendation (known as Plan "B") and to the statement read at the April 16 meeting. Many parents in areas to be transferred to Muir (particularly those in the Noyes Elementary School area in eastern Altadena), reacted strongly against Plan B. Many suggested that the proposed plan was simply a gerrymander to achieve integration. One citizen pointed out that Noyes, assigned to Muir, was 2 miles closer to Pasadena while some areas in southwest Pasadena newly assigned to Pasadena were 2 miles from Muir and 5 miles from Pasadena. One parent proposed an alternative to Plan B called Plan C, which, she said, "stood for common sense." Her Plan C would draw a simple, north-to-south line assigning the western half of the District to Muir and the eastern half to Pasadena. The committee chairman replied that the results of Plan C would be "an ethnic distribution that would be frightening"—in September 1965, there would be 907 Negroes at Muir and 28 at Pasadena.

Those who spoke in favor of Plan B emphasized the importance of curing racial imbalance in the school. The lawyer who had brought the *Jackson* case, commented that he thought Plan B entirely too conservative but, after listening to those who spoke against it, he thought it was "half a loaf." A member of the committee suggested that Plan B did not constitute integration, but unless Plan B were adopted as a first step, there would be de facto segregation in Pasadena. Some of those who spoke for Plan B suggested the impossibility of the suggested "instant high school," and accused the board and the superintendent of bad faith.

The superintendent read a statement at the meeting of April 23 which defended the statement of himself and of the four board members read the previous week. He emphasized that it was board policy to preserve a reasonable ethnic balance in the schools.

> If we find it possible to have three high schools, these schools could be zoned so that Muir High School would have about the same percentage of Negro students (about 20 percent) as under Plan B, and it is possible that it might be lower. The third high school might have about 10 to 20 percent and we would try to maintain at least the same ethnic balance that we now have at Pasadena High School. This means that with three zones we could provide for our students on a better geographic basis and also have better ethnic balance with sounder, more reasonable district lines for each of our three schools.
>
> This is now in the exploratory stage, along with a study of Plan B and the other committee recommendations. If a crash program for a third high school does prove to be feasible in the next month, the board will review the zoning possibilities with a third high school, so that everyone will understand how the plan would take care of the use of school plants, proximity, and ethnic balance.

A board member opened discussion of high school districting at the May 7 meeting of the board with a formal statement. First, she said that she believed that the proper course would be to establish the third high school before making decisions on zone changes. Any specific zoning plan tied to the high school bond issue would divide the community and defeat the bonds at the election. Second, she recognized that housing patterns make some schools reflect de facto segregation, but she suggested it was insulting and degrading to Pasadena's Negroes to talk about ghetto schools. For that reason, she believed:

> . . . a quota plan or number limitation on any race is wrong, discriminatory, degrading. What earthly right have we to say to a child, "Because there are too many of your certain race you must go elsewhere." No more may we restrict how many persons of any race may live in this community. A quota restricts the personal liberty—rights if you choose—of some students to go to school nearest that place his family has chosen to live.

The superintendent also made a statement. He began by emphasizing that drawing a simple vertical line creating two roughly equal districts would be unwise, since it would create a Negro enrollment of 30 percent at Muir and less than 1 percent at Pasadena. He then unveiled a plan which, on a three-high-school basis, would alleviate racial imbalance in the high schools. The plan was suggested by a professor at the University of Southern California; it was based upon a plan used successfully in San Gabriel, Calif., to balance the distribution of Mexican American students. The plan was called a plan for geographic and controlled open districting with three high schools. All except Negro students would be distributed among the three high schools on an orthodox geographic basis. Based on estimates of capacity, this should leave 18 percent of the seats at Muir, 13 percent at Pasadena, and 17 percent at the new high school available for Negro enrollment. Negroes would then be allowed to select any one of the three high schools, and would be given their first choice to the extent school capacity permitted. In other words, enrollment would be open for Negro students, but to achieve ethnic balance, controlled by school capacity limits. The plan should satisfy whites by maintaining a neighborhood school policy, while at the same time satisfying those in the community who feared overconcentration of a minority group in any one school. The research department projected that adoption of the plan would give the following ethnic balance in three high schools over the next 3 years:

Racial percentage distribution of students in three high schools, projected for 3 years, by percentage

School	1964-65		1965-66		1966-67	
	White and others	Negro	White and others	Negro	White and others	Negro
Muir	76.0	24.0	78.6	21.4	81.5	18.5
Pasadena High School	94.1	5.9	90.7	9.3	87.1	12.9
3d high school	82.1	17.9	82.3	17.7	82.4	17.6
Total	85.7	14.3	84.9	15.1	84.2	15.8

The president of the board commented that he was intrigued by the plan. The board member who spoke earlier said she was excited about the plan, that it took the stigma of force away, and that it "would open up channels of accomplishing integration without force." One person commented ambiguously that Pasadena was indebted to the superintendent, that he was in favor of a third high school, and that he resented children being referred to as Negro or some other race. "They should be referred to only as boys and girls who are loved very much." Another board member commented that the plan was desirable in producing a dispersion of Negro enrollment, but cautioned that it would require a great deal of transportation of Negro students. He also expressed concern over the necessity of designating individual students as "Negro." He formally proposed a plan to deploy children, on a geographic basis, from elementary school attendance areas having more than 50 percent Negro concentration.

Plan B, the Superintendent's original geographic and open controlled districting plan, and the deployment plan were submitted to County Counsel for opinion. The opinion, returned June 7, 1963, ruled that all three plans were illegal on the basis of the same arguments and authorities which County Counsel had organized for his brief in the *Jackson* case. (The *Jackson* opinion was not to be handed down until June 27.) He ruled that all were illegal "ratio or quota plans based on color." The attendance areas set forth in Plan B were not rational, and the ethnic balance recommendation was based openly on race. Both the deployment schools' proposal and the superintendent's plan violated equal protection since attendance boundary lines would be applicable to some students, and not to others, on the basis of race. On the other hand, he said, while the district had no legal obligation to work affirmatively toward ethnic balance in schools, courts would not interfere with school zoning plans which establish attendance areas on rational bases and criteria other than race. Thus, he argued, an alternative geographic and controlled open districting plan proposed by the superintendent was lawful. Under this plan, which the board was ultimately to adopt, an area of the city would be designated as open. Children living in this area (rather than Negroes designated as such) would be given a choice of schools, subject to the same kind of school capacity controls as in the original plan.

The Superintendent then presented the details of his amended plan for "Geographic and Controlled Open Districting." The "Selected Open District" included all or portions of the Washington, Cleveland, Lincoln, and Madison Elementary School districts—all areas with a high percentage of Negro population. He indicated that students in the open district would be asked to state first, second, and third choice of high school, and that students would be assigned on a space-available basis combining the criteria of choice and distance—if more indicated a first choice of a school than could be accommodated, those living closest would be given preference. And, he distributed a fact sheet showing projected enrollments under the plan. The figures were similar to those under the Superintendent's first plan, with Negro percentages projected for 1966–67 as follows; Muir, 18.6 percent; Pasadena 12.9 percent; and the third high school 17.8 percent.

Without prior discussion, the plan was adopted by unanimous vote of the Board. The ground work for the adopted plan had been patiently and carefully laid in the month that had elapsed since the drafting of the original plan.

While the Superintendent's modified plan was adopted by the Board on June 11, detailed implementation was postponed until after the bond election. The plan was to implement the policy beginning in September 1964. The bond issue was passed, without difficulty, in the fall of 1963.

And, on January 7, 1964, the Superintendent made a presentation of detailed plans for implementation. Enrollment limits were set at 2,500 for Muir, 3,590 for Pasadena, and 470 for the third high school. On the basis of projected enrollments, it was expected that from the Selected Open District 97 spaces for 10th graders would be open at Muir, 195 at Pasadena, and 9 at the third high school. On March 25, 1964, the date selected for making the assignment of pupils to high schools, the estimates of space available proved to be wrong. Enough students had moved from the Muir and third high school areas to the Pasadena area in that short interval of time that only 48 open places remained at Pasadena. The spaces available at Muir increased to 191, and at the third high school (now named Blair High School) to 79.

Applying the agreed-upon procedure to the new figures resulted in partial disappointment of plans to correct racial imbalance. Only 43 students from the Selected Open District would be assigned to Pasadena, with 190 going to Muir and 79 to Blair. The result would be 41 percent minority group enrollment (29.6 Negro and 11.4 percent others) at Muir, 37.2 percent minority group enrollment (23 percent Negro and 14.2 percent others) at Blair, and 8.8 percent minority group enrollment (2.9 percent Negro and 5.9 percent others) at Pasadena. After the Superintendent reported these figures to the Board on April 7, he was bitterly criticized by the NAACP in the press. He was accused of breaking faith with promises made to the NAACP, prior to the bond election, with reference to correcting ethnic imbalance. At the Board meeting on April 14, he answered those charges.

He said that the Board was committed to a policy of providing some ethnic distribution, which it could keep by increasing enrollment capacity at Pasadena. And on April 17 he recommended that 125 10th-grade students in the Selected Open District who elected to attend Muir be permitted on a voluntary basis to change to Pasadena High School. If 125 failed to volunteer, the Board would choose on a random sampling basis enough students to fill the 125 seats. The breach between him and the NAACP had been closed, and the NAACP volunteered to recruit as many students as possible to fill the 125 places at Pasadena. The NAACP campaign was successful—97 Negro pupils living in the Selected Open District were persuaded to change their first choice from Muir to Pasadena, leaving only 28 places to be filled at Pasadena on an "involuntary" basis.

After enrollment in the fall of 1964, it appeared that the racial composition goals for the first of the 3 years projected had not been met. Muir was 29.6 percent Negro rather than 23 percent and Pasadena 5.5 percent rather than 10 percent. There is still confidence, however, that the original 3-year goals can be met.

And, while the plan is complex and cumbersome, it appears that all concerned are satisfied that it has met the problem of high school racial imbalance. One minor incident, however, in application of the plan deserves special mention. It casts light upon the continuing legal and policy controversy whether the Board was to be permitted overtly to consider race in assigning pupils to particular schools.

At the Board meeting of June 23, 1964, the Superintendent read a letter from the parent of a white boy, living in the Selected Open District, who had elected to attend Muir High School. He had been one of the 28 assigned to fill empty spaces at Pasadena. The letter suggested that racial balance between the two schools would be better equalized if the boy attended Muir, and a Negro was selected in his place to attend Pasadena High School. The letter was referred to County Counsel for an opinion. Later the Board formally requested an opinion with reference to the extent to which racial criteria could be employed in implementing the "Geographic and Controlled Open Districting Plan." The opinion, delivered on August 14 and read to the Board at its September 1 meeting, stated that the question for decision was whether the transfer of students from one school to another could be denied on the basis of race:

> Although the courts have not as yet clearly defined the authority of School District Governing Boards in respect to what action may be taken to alleviate racial imbalance in schools, caused by neighborhood residential patterns, certain guidelines appear in the decided cases, and based on these guidelines, it is our opinion that your Board may establish a policy allowing students in the Selected Open District to attend another school on a voluntary basis regardless of race. However, a policy allowing attendance from the Selected Open District to another school, only if it contributes to better ethnic distribution, would be violative of the equal protection clause of the 14th amendment of the U.S. Constitution.

A Board member read a hastily drafted reply:

> It is my opinion that where the purpose of considering race for the benign purpose of alleviating racial imbalance, the race of a student may be used as the basis for granting

or denying a transfer request . . . . The whole purpose of the Selected Open District . . . in high school zoning was to alleviate racial imbalance . . . . It is my opinion that at least a majority of lawyers would now be satisfied, after the *Jackson* case, that a school board could most certainly employ ethnic considerations in drawing district lines, and it is not necessary for a school board to engage in a verbal minuet mincing back and forth and sideways, talking of capacity of school facilities, geographical considerations, etc., while slowly and surely progressing toward its real goal: compliance with the declared policy which requires alleviation of racial imbalance.

7.7 Segregation at a vocational school

The Washburne Trade School in Chicago seems to be effectively segregated by virtue of the practices and customs of the trade unions, whose apprenticeship programs have been characterized by racial isolation. Washburne has presented the same picture since its founding in 1919 after the passage of the Smith-Hughes Act by Congress. That act provides for the creation of apprenticeship programs in which skilled workers are trained both in school and on the job. For example, a young man who wishes to be certified as a plumber may work at his job 4 days a week and attend a formal training program 1 day or more or evenings.

The apprenticeship programs are heavily financed and regulated by the Federal Government through the Department of Labor and the Department of Health, Education, and Welfare. In recent years the regulations have focused increasingly upon racial segregation within the union structures. One of the causes for this concern has been the rather discouraging racial pattern in the apprenticeship schools. Washburne seems to preserve that pattern. In 1960 an informal estimate showed that fewer than 1 percent of the 2,700 Washburne students were Negroes. Half of the apprenticeship programs conducted at the school had no Negroes whatsoever. The statistics are not radically altered today. In 1965 the Chicago Commission on Human Relations secured the following official breakdown of all apprenticeship programs at Washburne and elsewhere in the Chicago system:

Type of program	Total	Negro	Puerto Rican	Mexican American	Oriental American	Indian American
Carpenters	162	3	2			
Electricians	529	12				
Foundry and patternmakers	59	2		2		
Printers	129	4				
Machine shop	150	3		2		
Metal lathers	40	0				
Painting and decorating	153	15	3	6		
Plumbers	80	3		1		
Pipefitters	182	0				
Sheet metalworkers	27	3				
Shop						
Sheet metalworkers	231	0				
Construction						
Sprinkler fitter	43	2				
Chefs' training [1]	70	4		1	1	8
Meatcutters	43	8		2		
Architectural	41	1				
Ironworkers						
Cement masons	75	12				
Structural ironworkers	39	0				
Bakers	20	11		1	1	
Linotype operators	15	2				
Structural ironworkers [2]	40	0				
Tool and diemakers [3]	706	12				
Total	2, 834	97	5	15	2	8

[1] Not an apprentice program. [2] Chicago Vocational. [3] Prosser Vocational.

The system of exclusion is complex, depends on both unions and the school system, and varies from trade to trade. The one in the iron trades became the subject of litigation in the United States District Court in Chicago in 1963. The issue arose over the nonemployment of Negro ironworkers in construction of the new United States Courthouse and Office Building. The plaintiffs alleged systematic exclusion from the union apprenticeship programs which, as a practical matter, meant exclusion from employment in the structural iron trades. Among the defendants were the joint apprenticeship committee of the relevant unions, the general contractor, the steel fabricator, the administrators of the contracting agency for the United States and of the U.S. Bureau of Apprenticeship and Training, and the Chicago Board of Education. The court made findings that to become a union member through the apprenticeship program an application must be obtained from, submitted to, and approved by the joint apprenticeship committee of the unions and industry after an examination. The selection was wholly within the arbitrary discretion of the committee despite the purported importance of the chronology of application. In actual practice the system deliberately excluded Negroes. The notoriety of the system among potential Negro workers meant that few applied because of ". . . the inherent and patent futility of such action. . . ." Further, the Federal Bureau was aware of the system but failed to take action to decertify the committees' program as provided by Federal regulation. Finally, as to the Board of Education, the following was found:

> A full program of academic instruction is and has for some time been conducted as part of the apprenticeship program. Facilities and equipment of the Board of Education are used for this academic instruction. The 3-hour classes, which convene 2 nights per week, are taught by teachers employed and paid for by the Board of Education. Admission to these classes can come only upon approval by the Joint Committee. Of the 56 students presently enrolled, none are Negroes.
>
> . . . the defendant, the Board of Education, did make available its facilities, its equipment and its teachers (who additionally, I should observe, were selected with the aid of the Joint Committee) to the furtherance of what it knew or should have known was an invidiously discriminatory scheme.

The Board does not determine admission policy. It accepts and trains those upon whom the joint committee has placed its stamp of approval. In some cases the employer also has something to say about who qualifies for the program, but in no case does the school system get involved in the selection process. The teachers at Washburne are usually recommended by the joint apprenticeship committee, and, in any event, are approved by that committee. They are usually union members. In many cases they receive compensation in addition to their teacher's salary from the union, the contractors, or both. Even in the operation of the school itself the Board of Education seems to exercise little control. "The joint committee select, supervise, graduate, and/or dismiss all apprentices and in great measure determine course content." Union representatives have office space at the Washburne School.

Exclusion from the formal apprenticeship program in general means exclusion from employment in the field. The Board of Education does give training in some of these trades at its "vocational" schools. However, since entry to the employment market most commonly is through the formal program at Washburne, this training at other schools often amounts to preparation for an interesting hobby or, with luck, a nonunion job in small or marginal shops.

A running battle over this program has been waged in recent years between the Board of Education and the Chicago Commission on Human Relations. The Commission has made progress in a number of unions in opening apprenticeship programs to nonwhites. It has failed, however, in a number of key trades and has urged the Board to exclude these trades from Washburne. On June 5, 1964, the Chairman of the Commission addressed a request to the Board through its president. In part it read as follows:

> These joint apprenticeship committees and unions have been given every opportunity—during the past 2 years—to extend their recruiting and admitting practices so that minority group youth could qualify. They have not done so.
>
> Accordingly, we are asking the Board of Education to take appropriate action, including the withdrawal of funds and facilities with respect to those apprenticeship proprograms which do not completely meet the tests outlined above. Similar letters, with the same request, are being sent to the U.S. Department of Health, Education, and Welfare, and to the Division of Vocational Education of the Office of the Superintendent of Public Instruction.

The Board reacted by promptly appointing a committee to investigate. The following January (1965) the deliberations of this committee were marked by the appearance of a Board member who urged the committee to give the unions time. The Board's attorney also appeared and said the Board should not act ". . . as both judge and jury."

A description of the Board's role is contained in a 1959 pamphlet "Washburne Trade School" issued by the Chicago public schools:

> The Board of Education and the Washburne Trade School do not participate in the selection of apprentices. When a young person desires to enter a particular trade he seeks an employer in that trade who is willing to enter into an indenture agreement with him. The conventional contract specified part-time school attendance. Apprentice education at Washburne is supplementary to the job training. Without actual work experience the school training would not be effective. Employment in the skilled trade as an apprentice is therefore a requisite to attendance at Washburne.
>
> The number of apprentices is limited to the demands of the work available. It is unreasonable to expect employers to keep a larger number of men on their payrolls than the quantity of work demands. The labor unions strive to maintain a force of skilled workmen to meet the needs of the industry without flooding the labor market. Usually, employers hire apprentices in a ratio related to the number of journeymen employed. This ratio is set, dependent upon the number of deaths, retirements, and of journeymen leaving the trade.
>
> Washburne has no authority to govern the employment of apprentices any more than it has to govern the employment of any other group of young people. The school accepts the ones who are sent to them, gathers data relative to their aptitude and achievement, and seeks to advance their understandings in the trade selected by them, and to develop, to some degree, their sense of moral and civic responsibilities.

This rationale was repeated by a Chicago Public Schools representative before a subcommittee of the U.S. House of Representatives in 1961. Congressman Roman Pucinski of Chicago remarked, ". . . I just cannot understand how you can state to the committee that you have no control over this program."

In May of 1965 the president of the Board of Education told the reporter that the problems would be resolved "within 6 months." He declined to elaborate in any way, but it is known that the Board and administration have been in close liaison with the unions over the past 5 years in efforts to establish a *modus vivendi* for the Washburne program. On July 14, the Board voted to close the school to all unions practicing discrimination, but how the necessary factual determination will be made is unsettled and will be critical to the achievement of any practical effect through the Board action.

If the school system were to begin running the school itself, presumably it would be operated on a nondiscriminatory basis. Applications would be made to the school, not the unions. The result conceivably could be, as the administration has argued, that the unions will simply run their apprenticeship training programs themselves outside the school. The consequence would be to train more Negroes at Washburne for opportunities which will remain nonexistent until the time that the unions will accept them. The unions may be willing to pass up the city, State, and Federal support for these expensive training programs in order to preserve the present discriminatory systems. In 1964, the budget of the apprenticeship programs for teachers' salaries alone was $439,440.

In the end the importance of the apprenticeship programs of the Chicago public schools has less to do with money than principle. The few hundred jobs at stake are good ones, but they could do little to change the general pattern of Negro unemployment. The issue, however, has become symbolic. This probably means that it is more rather than less important.

Chicago has nine "vocational" high schools primarily designed to provide training for a variety of occupations that will not require higher education. The following racial composition of these schools is taken from the Havighurst Report:

Student body racial composition, by school

Student body racial composition	Chicago Voc. school	Cooley	Cregier	Dunbar	Flower	Jones	Prosser	Richards	Westcott
Number									
Student body racial composition:									
Negro	1, 057	574	794	2, 285	1, 338	36	0	53	717
White	3, 261	217	44	1	350	546	878	543	107
Other	15	26	0	1	73	0	0	2	15
Total	4, 333	817	838	2, 287	1, 761	582	878	598	839
Percent									
Negro	24. 4	70. 3	94. 7	99. 8	76. 0	6. 2	0	8. 9	85. 4
White	75. 2	26. 5	5. 3	. 1	19. 9	93. 8	100. 0	90. 8	12. 8
Other	. 4	3. 2	--------	. 1	4. 1	--------	--------	. 3	1. 8

Of the nine schools five are over 90 percent of one race; the other four are between 70 and 85 percent of one race. The total vocational school enrollment of 12,933 is about 53 percent Negro. The high degree of segregation is the result of a number of factors. Selectivity in admissions at Prosser, Chicago Vocational, and Jones plays a part, though Dunbar, too, has requirements over and above the elementary school diploma. Gerrymandering also seems to have had a role. The Havighurst survey found that ". . . attendance areas for Cregier, Cooley, and Prosser appear to have been drawn in a way such as to establish Cregier and Cooley as schools in almost wholly Negro neighborhoods and Prosser in an almost wholly white neighborhood." In addition "there appears to be a pattern of exclusion of Negroes from Prosser." On the other hand the Dunbar school is nearly all Negro though its attendance zone encompasses white areas. The segregation there seems to be an informal one. Dunbar is thought of by potential white clientele as a "Negro school." It is located far from most of the white neighborhoods which it would in theory serve. Finally, it devotes a good share of its curriculum to those building trades available to white apprentices at Washburne and which, if taken outside Washburne, do not make the student employable.

In terms of course offerings at the school there is no patent discrimination. However, serious and relevant differentials in quality do exist, which is made clear in the Havighurst findings:

> . . . For most students of below-average ability in the vocational high schools, neither the academic nor the shop program succeeds well. Unfortunately, many of these students attend the vocational schools with the least impressive physical facilities—Cooley, Cregier, and Westcott. Because of the informal counseling pattern which prevails among eighth-grade and adjustment teachers in the elementary schools, many students of below-average ability are recommended to attend a vocational high school, although they are effectively screened out by CVS and Prosser because of admission requirements.
>
> . . . There is a wide variation among the vocational high schools with respect to adequacy of facilities and equipment. CVS, Prosser, and Dunbar have excellent facilities and equipment. Three of the four schools serving a predominantly Negro student body are grossly insufficient: Cooley, Cregier, and Westcott.

The survey recommends that all vocational high schools should be open to students on a citywide basis and that Cooley and Westcott ". . . because of their inadequacy as schools for high school youth . . ." be eliminated as vocational high schools.

7.8 Relation of a university to school desegregation

Education is a continuum—from kindergarten through college—and increasingly public school desegregation plans are having an impact on colleges in the same area, particularly those colleges which are city or State supported. Free tuition, as in the New York City colleges, has no meaning for members of minority groups who have dropped out of school in high school and little meaning for those whose level of achievement is too low to permit work at the college level. A number of colleges, through summer tutorials and selective admittance of students whose grades would otherwise exclude them, are trying to redress this indirect form of racial imbalance.

In Newark, Delaware, the pressures for desegregation in the public schools have had an effect on the nearby University of Delaware indicated by the following excerpt:

Because there are such striking parallels in reactions to integration among Newark's civic agencies, school district, and the University of Delaware, and because the university plays such a large part in Newark's affairs, we should briefly examine its problems with school integration.

The university, a land-grant college, possesses a unique status in some respects. It is officially defined as a private university with State support. The State provides approximately one-third of the school's annual operating funds. Other funds derive from private donations, Federal grants, etc.

The university has long been the target of both civil rights advocates on one hand, and segregationists on the other. Apparently, before 1954, a few "exceptional Negroes" attended the university illegally, but the State policy was clearly to segregate Negro and white college students. The front doors were opened to Negroes for the first time in 1955. The response of Negroes was and continues to be slow. Although official records are not kept, it is estimated that no more than 30 Negroes have attended the university in any one year.

Initially, out-of-State Negro graduate students were excluded. This policy caused a good deal of public dissention, and in 1957 admission forms were revised so that race was not identified. Subsequently, the university was attacked for segregating room accommodations. At present, this is apparently not done, but one spokesman stated that the university does notify parents of students who are assigned, or ask to be assigned, to accommodations with Negroes. "This," explained the official, "is due to the large number of students from southern counties. They are still quite backward about these things down there."

The university clearly is not perceived as a congenial location for Negroes. A number of Negro college and high school students interviewed indicated that they were not "comfortable about the university." Reasons for discomfort ranged from the small number of Negroes on campus, to beliefs that "some of the faculty and most of the administrators are prejudiced." High school counseling also bears upon this situation. Both Negro and white counselors throughout the State are said to discourage Negroes from attending the university, apparently because they feel that standards are often too high, or that students are not welcome there. Negro students are often encouraged to attend Negro colleges, especially Delaware State College. Newark counselors are aware of this situation, and according to Negro informants, often suggest out-of-State colleges. For this and other reasons, the president of the university and the Governor of the State have both urged that the Delaware State College be incorporated with the university. They apparently have been unable to convince southern legislators of the merits of this plan, however.

The University of Delaware is one of the chief targets for Negro criticism: "The university is one of the most powerful elements in this State. Why can't they take a leading hand in helping Negroes? They just don't do anything more than they have to." It is probable that the university has been influential, either directly or indirectly, through its personnel, in bringing about a good deal of change in the State.

8.0 Special Studies

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8.0 Special Studies

8.1 Project head start

8.10 Introduction

In this portion of the Educational Opportunities Survey, an examination will be made of the detectable effects of Head Start on Negro and white pupils who participated in this program during the summer of 1965. These effects will be studied by analyzing data available for children attending first grade in the fall of 1965.

Attention also will be given to a comparison between participants and nonparticipants regarding family background and other characteristics.

No attempt was made to analyze the effects of summer programs other than Head Start. Consequently, all comparisons have been made between children identified as participants in Project Head Start and those who were identified as nonparticipants in any summer program.

This analysis is based only on pupils who participated in Head Start just prior to entering first grade. Effects of participation (and characteristics of participants) may be different for children who took part in the program before they entered kindergarten.

In the absence of data allowing "before-after" comparisons to be made, the analysis was based upon an examination of differences in performance between pupils exposed to contrasting experiences: those who had participated in Project Head Start and those who had not participated.

One major problem faced in this study was that of obtaining an adequate control group. To control for selectivity in parental interest in education, it was planned to select a control group of nonparticipants from areas in which Head Start was not available to children.

However, it was found that another type of self-selection was operating; the Head Start program was offered primarily in those communities in which children were likely to have background deficiencies. The socioeconomic status (SES) of pupils attending schools where the program was not available was far higher than that of pupils attending schools in which the program was offered during last summer.

A third type of selectivity also seemed to be operating. In communities where Project Head Start programs were conducted, the participants tended to be of lower SES than nonparticipants from the same community.

These last two forms of self-selection, in terms of where the program was offered and which socioeconomic group participated in areas where it was offered, were evidenced by all groups except southern Negroes. This matter will be discussed later in more detail.

The research design thus entailed comparison between three groups: Head Start participants, nonparticipants attending the same school as participants, and nonparticipants from communities where the program was not available. Other variables were controlled so that comparisons between members of the three groups would be made between pupils of similar SES, race, prior education, etc.

To determine whether Head Start programs were offered in the community, it was decided to use the proportion of Head Start participants within a given school as an indicator of the program's availability. Thus, where no students participated, it was presumed that the program was not available; where a few or more persons were identified as participants, it was presumed that the program was available.

Utilizing weights to compensate for stratification in the original sample, a systematic random sample (with duplication of cases) was drawn from the original data tapes.

8.11 Extent of participation in project Head Start

Table 8.11.1 presents the estimated percentage of first-graders that participated in project Head Start. A Negro child from metropolitan areas had a probability of participating 6.97 times as great as that of a white child in the same area. In nonmetropolitan areas, Negroes had a probability of participation 4.77 times greater than that for whites. The ratio of white first-graders to Negro first-graders is approximately 3.1 to 1, indicating that a greater number of Negro first-graders were Head Start participants than were whites.

More importantly, there is an inverse relationship between degree of participation for members of a given group and the average test scores for that group. Thus, for example, metropolitan whites had the highest average scores and were least likely to attend Head Start programs, as compared to nonmetropolitan Negroes with the lowest scores and the highest degree of participation.

If differential degree of participation serves as an indicator, it would appear that the Head Start programs are being offered where background deficiencies are most prevalent and are being taken advantage of by those students most likely to have deficient backgrounds. This matter will be studied in greater detail in a later section when the family background of participants is compared with that of nonparticipants.

Table 8.11.1.—Estimated percentage of first-grade students that participated in project Head Start

Region	Negroes	Whites
Metropolitan:		
Northeast	14. 20	1. 92
Midwest	2. 69	1. 30
South	25. 13	7. 45
Southwest	19. 29	1. 19
West	1. 90	. 52
Total, metropolitan	13. 81	2. 00
Nonmetropolitan:		
North and West	35. 85	4. 08
South	35. 24	12. 01
Southwest	12. 79	4. 81
Total, nonmetropolitan	32. 59	6. 96

8.12 Test performance of Head Start participants

The next two tables, 8.12.1 and .2, present ability test scores for the three groups of pupils analyzed most intensively in this report. The first group is comprised of nonparticipants in any summer program attending non-Head Start schools, i.e., pupils in communities where Head Start programs were presumably not available. This group of children has been labeled "Not available—couldn't participate (or 'nonparticipants')" in all further tables. The second group, labeled "Available—didn't participate (or 'nonparticipants')," is comprised of pupils attending Head Start schools—indicating a community

Table 8.12.1.—Mean ability scores by race, region, and group

Region	Group	Verbal		Total nonverbal		Number of cases	
		Negroes	Whites	Negroes	Whites	Negroes	Whites
METROPOLITAN							
Northeast	Not available, could not participate	16. 509	19. 381	18. 842	26. 494	361	789
	Available, did not participate	15. 753	18. 090	16. 621	23. 929	251	255
	Available, participated	15. 190	16. 988	15. 861	20. 166	419	253
Midwest	Not available, could not participate	17. 467	19. 476	21. 517	27. 249	969	1, 176
	Available, did not participate	17. 279	19. 367	21. 468	26. 149	111	87
	Available, participated	18. 127	19. 650	16. 732	25. 737	86	160
South	Not available, could not participate	16. 172	17. 806	18. 207	23. 492	642	201
	Available, did not participate	15. 537	19. 183	15. 890	24. 428	541	196
	Available, participated	15. 896	19. 181	16. 064	24. 929	2, 294	512
Southwest	Not available, could not participate	16. 188	20. 177	18. 958	27. 236	143	169
	Available, did not participate	14. 782	19. 625	14. 256	28. 637	78	80
	Available, participated	16. 664	15. 425	16. 937	18. 300	191	40
West	Not available, could not participate	16. 637	19. 581	16. 698	27. 797	591	573
	Available, did not participate	16. 400	18. 621	20. 173	23. 351	75	37
	Available, participated	15. 047	17. 612	19. 482	20. 580	21	31
Entire country	Not available, could not participate	16. 783	19. 396	19. 842	26. 892	2, 706	2, 908
	Available, did not participate	15. 777	18. 804	16. 834	24. 916	1, 056	655
	Available, participated	15. 905	18. 500	16. 134	23. 447	3, 011	996

Table 8.12.2.—Mean ability scores by race, region, and group

Region	Group	Verbal		Total nonverbal		Number of cases	
		Negroes	Whites	Negroes	Whites	Negroes	Whites
NONMETROPOLITAN							
North and West	Not available, could not participate	17. 876	19. 404	22. 897	27. 434	633	1, 721
	Available, did not participate	15. 782	18. 947	18. 455	25. 488	433	461
	Available, participated	15. 851	17. 756	17. 383	22. 526	780	604
South	Not available, could not participate	15. 543	18. 477	15. 677	23. 030	1, 760	830
	Available, did not participate	15. 321	18. 267	14. 908	22. 452	1, 017	688
	Available, participated	15. 338	17. 881	15. 458	21. 649	2, 078	1, 254
Southwest	Not available, could not participate	15. 650	19. 139	17. 797	25. 104	272	86
	Available, did not participate	15. 214	19. 290	16. 538	26. 745	210	220
	Available, participated	15. 895	17. 941	17. 244	22. 948	143	136
Entire country	Not available, could not participate	16. 108	19. 094	17. 608	25. 971	2, 665	2, 637
	Available, did not participate	15. 428	18. 661	16. 039	24. 164	1, 660	1, 639
	Available, participated	15. 498	17. 847	16. 044	22. 003	3, 001	1, 994

where the program was presumably available—who did not participate in Head Start or any other summer program. The third group, "Available—participated," refers to students who attended Head Start programs during the summer who are now attending Head Start schools.

Reading down columns in most of the remainder of this report the reader will encounter these three groups in the order described above. The groups approximate, respectively, (1) a comparison group of pupils who are in communities where no summer program was available; (2) a second comparison group of pupils not taking advantage of any program where Head Start programs were offered; (3) Head Start participants in communities where the program was offered—the "treated" group. This scheme offers the opportunity for comparisons to be made between Head Start participants and non-summer-program participants attending the same schools, thus providing one method for roughly controlling for community variables.

From these two tables, we find the following differences in scores between Head Start participants and nonparticipants from the same school; a positive difference indicates a higher score for participants.

Region	Negroes		Whites	
	Verbal	Non-verbal	Verbal	Non-verbal
Metropolitan:				
Northeast	−0. 563	−0. 760	−0. 102	−3. 763
Midwest	+. 848	−4. 736	+. 283	−. 412
South	+. 359	+. 174	−. 002	+. 501
Southwest	+1. 882	+2. 681	−4. 200	−10. 337
West	−1. 353	−. 645	−1. 009	−2. 771
Nation	+. 128	−. 700	−. 304	−1. 469
Nonmetropolitan:				
North and West	+. 069	−1. 072	−1. 191	−2. 962
South	+. 017	+. 550	−. 386	−. 803
Southwest	+. 681	+. 706	−1. 349	−3. 797
Nation	+. 070	+. 005	−. 814	−2. 161

In most regions, Head Start participants have not yet attained the academic competence of their classmates in the same schools, particularly in the case of whites. Furthermore, the performance of participants is almost universally below that of children in areas where the Head Start program was not offered.

In later sections, factors other than race and region that may affect performance are examined and controlled for in analyzing the effects of Head Start.

8.13 Prior educational experience

It has been assumed throughout this analysis that school factors have not yet had an opportunity to affect the pupil's performance, since the questionnaires were administered very soon after the pupils entered first grade. For this reason, no attempt has been made to control for any of these factors, such as expenditure per pupil, experience of the teachers, physical facilities in the school, etc. However, many of the pupils in the sample have attended kindergarten, which would be expected to make some difference in the level of their performance. Table 8.13.1 presents ability test averages for all Head Start participants, classified by whether or not they had previously attended kindergarten. For these participants, the differences in performance between those who attend kindergarten and those who did not are summarized below.

Race	Area	Verbal	Nonverbal
Negroes	Metropolitan	+1.459	+3.290
	Nonmetropolitan	+1.587	+1.754
Whites	Metropolitan	+.403	+.788
	Nonmetropolitan	+.908	+2.238

Whether these differences are due to effects of kindergarten *per se*, or to differences in the family backgrounds of the students who attended and did not attend kindergarten has not been investigated. If Head Start participants tended to be homogeneous with respect to SES and family structure it would suggest that kindergarten

Table 8.13.1.—Mean ability scores by race, region, and prior kindergarten attendance, Head Start participants only

Control and region	Verbal				Total nonverbal				Number of cases			
	Negroes		Whites		Negroes		Whites		Negroes		Whites	
	KG	Not KG	KG	Not KG	KG	Not KG	KG	Not KG	KG	Not KG	KG	Not KG
Metropolitan:												
Northeast	15.377	15.046	17.589	16.975	17.048	14.737	22.163	20.149	228	194	190	161
Midwest	18.135	16.190	19.070	17.976	18.610	17.285	26.961	23.677	118	21	182	127
South	16.989	15.396	19.405	18.984	18.407	15.048	25.396	24.507	742	1,442	111	445
Southwest	17.154	15.600	16.734	17.553	17.882	15.260	19.857	23.872	136	50	49	47
West	16.602	9.000	19.488	14.636	21.576	11.428	23.311	21.363	78	7	45	11
Entire country, metropolitan	16.805	15.346	18.671	18.268	18.323	15.033	24.192	23.406	1,302	1,714	577	791
Nonmetropolitan:												
North and West	18.111	15.051	19.226	16.929	19.117	16.864	25.559	21.068	153	545	243	382
South	16.276	15.315	17.850	17.812	16.796	15.420	22.073	21.296	325	1,693	287	927
Southwest	16.648	15.480	18.352	17.617	18.405	17.461	23.176	23.436	37	104	68	94
Entire country, nonmetropolitan	16.848	15.261	18.466	17.558	17.601	15.847	23.615	21.377	515	2,342	598	1,403
Metropolitan:												
Total									3,016		1,368	
Blank kindergarten									201		48	
Total Head Start participants									3,217		1,416	
Nonmetropolitan:												
Total									2,857		2,001	
Blank kindergarten									189		95	
Total									3,046		2,096	

attendance has very definite beneficial effects on achievement. In general, because of differences in degree of kindergarten attendance between the various groups it would seem important to look at test scores controlling for kindergarten attendance. However, as factors involving school quality have not been controlled, the quality of kindergarten education these pupils received has not been examined. Many Head Start participants did attend kindergarten, which makes Head Start experience somewhat different for these pupils, as the program would essentially extend their kindergarten activities rather than provide any novel or different experiences.

The scores on both tests for each group, classified by whether pupils have attended kindergarten, can be found in tables 8.13.2 and 8.13.3.

Table 8.13.2.—Mean verbal ability scores, by race, region, group, kindergarten attendance (nonrespondents for kindergarten question excluded)

Region	Verbal				Total nonverbal				Number of cases			
	Negroes		Whites		Negroes		Whites		Negroes		Whites	
	Not KG	KG	Not KG	KG	Not KG	KG	Not KG	KG	Not KG	KG	Not KG	KG
METROPOLITAN												
Northeast:												
Not available, could not participate	16. 105	16. 509	17. 139	19. 652	19. 184	18. 808	21. 265	27. 097	38	318	79	687
Available, did not participate	14. 333	16. 325	17. 589	18. 390	13. 373	17. 816	22. 463	24. 874	75	169	95	151
Available, participated	15. 016	15. 330	17. 189	16. 803	14. 587	17. 004	20. 440	20. 145	182	218	127	117
Midwest:												
Not available, could not participate	17. 288	17. 484	18. 821	19. 545	18. 457	21. 659	25. 273	27. 430	[illegible]	910	95	1, 040
Available, did not participate	18. 250	17. 115	19. 098	19. 750	24. 625	21. 200	25. 098	27. 638	8	95	51	36
Available, participated	16. 071	18. 527	18. 683	21. 177	15. 571	16. 958	24. 510	27. 677	14	72	98	62
South:												
Not available, could not participate	15. 770	17. 606	17. 303	18. 666	16. 915	21. 662	21. 770	26. 026	414	178	122	75
Available, did not participate	15. 147	16. 392	18. 873	19. 935	14. 597	18. 693	23. 238	26. 854	318	196	126	62
Available, participated	15. 406	16. 980	19. 124	19. 260	15. 076	18. 257	24. 885	24. 927	1, 421	708	410	96
Southwest:												
Not available, could not participate	15. 937	16. 400	19. 482	20. 620	17. 412	22. 200	27. 071	27. 351	80	35	56	108
Available, did not participate	12. 173	15. 104	19. 166	20. 000	9. 478	14. 979	28. 722	28. 800	23	48	36	40
Available, participated	15. 755	17. 097	15. 833	14. 800	15. 408	17. 548	26. 083	14. 120	49	133	12	25
West:												
Not available, could not participate	17. 571	16. 601	19. 280	19. 600	24. 071	19. 605	26. 600	27. 881	14	570	25	525
Available, did not participate	14. 166	16. 594	17. 933	19. 050	11. 333	20. 942	22. 200	23. 950	6	69	15	20
Available, participated	9. 000	18. 071	14. 100	19. 905	11. 428	23. 428	20. 700	20. 842	7	14	10	19
Entire country metropolitan:												
Not available, could not participate	15. 946	17. 072	18. 106	19. 607	17. 397	20. 636	23. 655	27. 387	581	2, 011	377	2, 435
Available, did not participate	14. 890	16. 409	18. 520	19. 110	14. 251	18. 809	23. 866	26. 042	430	577	323	309
Available, participated	15. 353	16. 790	18. 547	18. 373	15. 021	17. 917	23. 928	22. 617	1, 673	1, 145	657	319

Table 8.13.3.—Mean ability scores, by race, region, group, kindergarten attendance (nonrespondents for kindergarten question excluded)

Region	Verbal				Total nonverbal				Number of cases			
	Negroes		Whites		Negroes		Whites		Negroes		Whites	
	Not KG	KG	Not KG	KG	Not KG	KG	Not KG	KG	Not KG	KG	Not KG	KG
NONMETROPOLITAN												
North and West:												
Not available, could not participate	16. 717	18. 539	18. 879	19. 598	20. 451	24. 193	25. 938	28. 023	184	378	373	1, 252
Available, did not participate	15. 416	16. 858	18. 259	19. 572	17. 725	20. 661	23. 481	27. 550	295	127	216	229
Available, participated	15. 051	18. 101	16. 887	19. 239	16. 864	18. 952	20. 909	25. 170	545	148	374	205
South:												
Not available, could not participate	15. 335	16. 336	18. 219	19. 379	15. 460	15. 967	22. 192	26. 506	1, 415	244	607	166
Available, did not participate	15. 285	15. 596	17. 763	20. 065	14. 830	15. 614	20. 838	28. 365	796	166	507	137
Available, participated	15. 291	16. 300	17. 818	17. 816	15. 359	16. 606	21. 296	22. 116	1, 676	310	913	284
Southwest:												
Not available, could not participate	15. 495	16. 062	18. 888	21. 058	17. 222	20. 500	24. 092	28. 588	216	48	54	17
Available, did not participate	15. 464	15. 110	18. 911	19. 763	16. 979	16. 690	25. 459	28. 559	99	100	124	93
Available, participated	15. 640	16. 457	17. 674	18. 458	17. 660	17. 914	23. 127	22. 541	100	35	86	48
Entire country:												
Not available, could not participate	15. 494	17. 559	18. 492	19. 590	16. 176	20. 932	23. 643	27. 854	1, 815	670	1, 034	1, 435
Available, did not participate	15. 332	15. 880	18. 057	19. 758	15. 726	17. 519	22. 188	27. 997	1, 190	393	847	459
Available, participated	15. 249	16. 851	17. 555	18. 417	15. 812	17. 403	21. 305	23. 320	2, 321	493	1, 373	537

Looking at averages for the entire country, at the bottom of each table, we find the following differences between Head Start participants and nonparticipants from areas where the program was available.

	Not kindergarten		Kindergarten	
	Verbal	Nonverbal	Verbal	Nonverbal
Negroes, metropolitan	+0. 463	+0. 770	+0. 381	−0. 892
Whites, metropolitan	+. 027	+. 062	−. 737	−3. 425
Negroes, nonmetropolitan	−. 083	+. 086	+. 971	−. 116
Whites, nonmetropolitan	−. 502	−. 883	−1. 341	−4. 677

There is much regional variation in scores, as is evident from tables 8.13.2 and 8.13.3. However, cell sizes are too small in some cases for valid comparisons to be made. Consequently, two regions were formed: The South, comprised of the South and Southwest, and the non-South, formed by the Northeast and Midwest (i.e., North) and West.

In table 8.13.4 we see that Head Start participants in both metropolitan and nonmetropolitan areas of the two regions had *less* likelihood of attending kindergarten than nonparticipants in the Head Start program from the same schools. Also, a *smaller* proportion of participants attended kindergarten than did pupils from areas where Head Start was unavailable; the exceptions to this are in the cases of all southern Negroes, and whites in the nonmetropolitan South. Looking at the test scores for the combined regions, tables 8.13.5 (verbal) and 8.13.6 (nonverbal), we find indications of positive effects of Head Start in the South. The differences between scores for participants and nonparticipants from the *same* schools are tabulated below.

	Did not attend KG		Attended KG	
	Verbal	Non-verbal	Verbal	Non-verbal
Negroes:				
Metropolitan:				
Non-South	+0. 207	+0. 299	−0. 393	−2. 140
South	+. 471	+. 835	+. 859	+. 182
Nonmetropolitan:				
Non-South	−. 365	−. 861	+1. 243	−1. 709
South	+. 005	+. 421	+. 902	+. 721
Whites:				
Metropolitan:				
Non-South	−. 419	−1. 125	−. 297	−2. 695
South	+. 092	+. 463	−1. 622	−4. 923
Nonmetropolitan:				
Non-South	−1. 472	−2. 572	−. 333	−2. 380
South	−. 183	−. 292	−2. 034	−6. 266

Again, Negroes in the South who participated in Head Start programs scored higher than pupils who did not take advantage of the program, whether or not they had attended kindergarten previously. However, they did not score consistently higher than pupils from communities where the program was not offered, leaving self-selection into the program a definite possibility.

In addition to ability test score, another dependent variable of interest is the educational interest and motivation of the pupil, as measured by Q. 32–39. The important difference to examine is the difference in frequency of positive responses between participants and nonparticipants from the *same* school: children from areas where the Head Start program was available. Comparisons extended to pupils in areas where the program was not available may not be justified, as the teachers in those schools may not have answered these questions, requiring subjective judgment, within the same frame of reference.

The percentage differences between Head Start participants and nonparticipants attending the same schools are summarized in the following tabulation. Negroes who participated in Head Start had a greater percentage of favorable responses to the eight questions on classroom traits than did Negroes in the same schools who did not participate. For whites, however, nonparticipants and participants appeared to receive approximately the same proportion of favorable responses. The averages of the differences in percentage, over the eight questions, have been calculated from table 8.13.7, and are presented below.

Average percentage differences, questions 32–39, percent favorable responses for Head Start participants minus percent favorable responses for nonparticipants in the same schools

	Non-South		South	
	Not KG	KG	Not KG	KG
Negroes:				
Metropolitan	+3. 9	−1. 8	+1. 1	+3. 5
Nonmetropolitan	+5. 3	+10. 5	+6. 6	+5. 6
Whites:				
Metropolitan	−2. 7	+1. 0	+. 3	−1. 7
Nonmetropolitan	−2. 9	+. 9	+. 7	−2. 7

Table 8.13.4.—Percentage previously attending kindergarten, by race, combined region and group

Region and group	Percent attending			
	Negroes		Whites	
	Percent	Base N	Percent	Base N
METROPOLITAN				
Non-South:				
Not available, could not participate	95.4	100%=1,885	91.9	100%=2,451
Available, did not participate	78.9	100%=422	56.3	100%=368
Available, participated	60.0	100%=507	45.7	100%=433
South:				
Not available, could not participate	30.1	100%=707	50.7	100%=361
Available, did not participate	41.7	100%=585	38.6	100%=264
Available, participated	36.4	100%=2,311	22.3	100%=543
Country, metropolitan:				
Not available, could not participate	77.6	100%=2,592	86.6	100%=2,812
Available, did not participate	57.3	100%=1,007	48.9	100%=632
Available, participated	40.6	100%=2,818	32.7	100%=976
N=		6,417		4,420
NA, kindergarten=		356		139
Other groups=		3,276		4,040
Total N=		10,049		8,599
NONMETROPOLITAN				
Non-South:				
Not available, could not participate	67.3	100%=562	77.0	100%=1,625
Available, did not participate	30.1	100%=422	51.5	100%=445
Available, participated	21.4	100%=693	35.4	100%=579
South:				
Not available, could not participate	15.2	100%=1,923	21.7	100%=844
Available, did not participate	22.9	100%=1,161	26.7	100%=861
Available, participated	16.3	100%=2,121	24.9	100%=1,331
Country, nonmetropolitan:				
Not available, could not participate	27.0	100%=2,485	58.1	100%=2,469
Available, did not participate	24.8	100%=1,583	35.1	100%=1,306
Available, participated	17.5	100%=2,814	28.1	100%=1,910
N=		6,882		5,685
NA, kindergarten=		444		315
Other groups=		2,605		2,959
Total N=		9,931		8,959

Table 8.13.5.—Mean verbal ability by race, combined region, group, and kindergarten attendance

Region and group	Negroes		Whites	
	Not attend KG	Attended KG	Not attend KG	Attended KG
METROPOLITAN				
Non-South:				
Not available, could not participate	16.793 (87)	17.032 (1,798)	18.211 (199)	19.590 (2,252)
Available, did not participate	14.674 (89)	16.606 (333)	18.099 (161)	18.690 (207)
Available, participated	14.881 (176)	16.213 (304)	17.680 (235)	18.393 (198)
South:				
Not available, could not participate	15.797 (494)	17.408 (213)	17.988 (178)	19.819 (183)
Available, did not participate	14.947 (341)	16.139 (244)	18.938 (162)	19.960 (102)
Available, participated	15.418 (1,470)	16.998 (841)	19.030 (422)	18.338 (121)
NONMETROPOLITAN				
Non-South:				
Not available, could not participate	16.717 (184)	18.539 (378)	18.879 (373)	19.598 (1,252)
Available, did not participate	15.416 (295)	16.858 (127)	18.259 (216)	19.572 (229)
Available, participated	15.051 (545)	18.101 (148)	16.887 (374)	19.239 (205)
South:				
Not available, could not participate	15.356 (1,631)	16.291 (292)	18.273 (661)	19.535 (183)
Available, did not participate	15.305 (895)	15.413 (266)	17.988 (631)	19.943 (230)
Available, participated	15.310 (1,776)	16.315 (345)	17.805 (999)	17.909 (332)
Metropolitan:				
N=	6,417		4,420	
NA, kindergarten=	356		139	
Other groups=	3,276		4,040	
Total N=	10,049		8,599	
Nonmetropolitan:				
N=	6,882		5,685	
NA, kindergarten=	444		315	
Other groups=	2,605		2,959	
Total N=	9,931		8,959	

Table 8.13.6.—Mean total nonverbal ability by race, combined region, group, and kindergarten attendance

Region and group	Negroes		Whites	
	Not attend KG	Attended KG	Not attend KG	Attended KG
METROPOLITAN				
Non-South:				
Not available, could not participate	19.678 (87)	20.503 (1,798)	23.849 (199)	27.434 (2,252)
Available, did not participate	14.247 (89)	19.429 (333)	23.273 (161)	25.265 (207)
Available, participated	14.546 (203)	17.289 (304)	22.148 (---)	22.570 (198)
South:				
Not available, could not participate	16.996 (494)	21.751 (213)	23.438 (178)	26.808 (183)
Available, did not participate	14.252 (341)	17.963 (244)	24.456 (162)	27.617 (102)
Available, participated	15.087 (1,470)	18.145 (841)	24.919 (422)	22.694 (121)
NONMETROPOLITAN				
Non-South:				
Not available, could not participate	20.451 (184)	24.193 (378)	25.938 (373)	28.023 (1,252)
Available, did not participate	17.725 (295)	20.661 (127)	23.481 (216)	27.550 (229)
Available, participated	16.864 (545)	18.952 (148)	20.909 (374)	25.170 (205)
South:				
Not available, could not participate	15.694 (1,631)	16.712 (292)	22.348 (661)	26.699 (183)
Available, did not participate	15.068 (895)	16.018 (266)	21.746 (631)	28.443 (230)
Available, participated	15.489 (1,776)	16.739 (345)	21.454 (999)	22.177 (332)

Table 8.13.7.—Percentage differences in positive responses to questions 32–39 between Head Start participants and nonparticipants in areas where the program was available, by race, region, and prior kindergarten attendance

	Percentage differences in favorable responses [1]							
	Q. 32	Q. 33	Q. 34	Q. 35	Q. 36	Q. 37	Q. 38	Q. 39
NEGROES								
Metropolitan:								
Non-South:								
Did not attend KG	−3. 8	+6. 7	+0. 8	+0. 3	+21. 7	+1. 9	+6. 7	−2. 9
Attended KG	−1. 4	−2. 8	−. 8	−1. 0	+1. 5	−5. 3	−1. 1	−3. 2
South:								
Did not attend KG	−. 7	−1. 6	+1. 6	+1. 6	+2. 5	−. 2	+2. 5	+3. 1
Attended KG	+. 1	+7. 2	+3. 9	+. 7	+8. 5	+. 4	+7. 1	−. 3
Nonmetropolitan:								
Non-South:								
Did not attend KG	+4. 4	+1. 6	−1. 8	+11. 4	+9. 3	+3. 1	+9. 7	+4. 5
Attended KG	+2. 4	+13. 1	+6. 6	+15. 7	+4. 7	+26. 0	+19. 9	−4. 4
South:								
Did not attend KG	+5. 9	+4. 1	+5. 7	+9. 7	+12. 1	+6. 2	+4. 4	+4. 9
Attended KG	+. 5	+17. 6	+. 6	+3. 8	+10. 9	+7. 8	+6. 3	−1. 6
WHITES								
Metropolitan:								
Non-South:								
Did not attend KG	0	−2. 3	−6. 8	−1. 3	−9. 5	−1. 3	+1. 9	−2. 0
Attended KG	+4. 4	+3. 1	−1. 2	−. 8	−3. 4	+. 7	+. 7	+4. 1
South:								
Did not attend KG	−. 9	−2. 7	+. 4	+1. 7	−4. 1	+4. 4	+3. 2	+. 3
Attended KG	−8. 7	−3. 5	−8. 1	−4. 6	+1. 9	+3. 8	−. 1	+6. 0
Nonmetropolitan:								
Non-South:								
Did not attend KG	+2. 0	−6. 7	+1. 7	−2. 0	−8. 1	−6. 0	−1. 3	−3. 1
Attended KG	−2. 1	+3. 6	−1. 2	+2. 5	−2. 3	+4. 8	−5. 1	+6. 7
South:								
Did not attend KG	+. 6	−2. 1	+. 4	+3. 6	+3. 5	−. 1	−. 5	+. 5
Attended KG	−2. 9	+1. 6	+. 6	−4. 9	−8. 6	−3. 4	−3. 9	−. 4

[1] Positive differences indicate a higher percentage of favorable responses for pupils who participated in Head Start. Negative differences indicate a higher percentage of favorable responses for nonparticipants attending the same school as participants.

The pattern thus far for both ability tests and educational motivation has been essentially one of Head Start participants performing better than nonparticipants from communities where the program was offered only in the case of Negroes, with white participants generally performing at a lower level than nonparticipants. Furthermore, in the case of test scores, participants tend to score lower than pupils attending school where the Head Start program was unavailable. Much of this variation may be due to the fact that the family backgrounds of participants are different from that of nonparticipants, a matter which will be examined in the following sections.

8.14 Family background and other characteristics of Head Start participants and nonparticipants

There is no large disparity between the number of male and female Head Start participants. Consequently, the sex of the pupil has not been controlled for in presenting ability test averages.

The number of children under 18 in the family may be an important factor in determining how well prepared a child is for academic endeavors at the time he enters first grade. Turning to table 8.14.1 we find that the number of children under 18 in families of Head Start participants is greater than that for nonparticipants, again with the exception of Negroes in the nonmetropolitan South. There is, however, no clear pattern of family-size differences between nonparticipants in areas where Head Start was available and those in areas where the program was not avilable.

Another factor in family structure that may affect educational motivation of pupils is the presence or absence of parents in the home. Children from broken homes could be expected to achieve less well than children from homes that are intact. In examining table 8.14.2 we find that whites who participated in Head Start programs were less likely to have their real father (or stepfather) living in the home than were nonparticipants in either control group. Furthermore, nonparticipants attending schools where Head Start programs were offered were living with their real father less often than pupils where the Head Start program was not offered.

In the case of Negroes, a different pattern develops. Participants from metropolitan areas have a real father in the home more often than do nonparticipants in either control group while nonmetropolitan Negro participants live with their father less often than is the case for nonparticipants.

Therefore, if absence of a father is detrimental to educational attainment, Head Start participants face this handicap more frequently than nonparticipants in all cases except Negroes in metropolitan areas.

One indicator of the socioeconomic status of a family is the education of the parents. Unfortunately, nonresponse on this question reached

Table 8.14.1.—Children (under 18, including pupil) in family, question 8, by race, region and group

Region and group	Percent from family with X children							
	Negroes				White			
	1–3	4–5	6 or more	Base N	1–3	4–5	6 or more	Base N
METROPOLITAN								
Non-South:								
Not available, could not participate	43.6	33.0	23.3	100%=1,752	65.2	26.6	8.3	100%=2,448
Available, did not participate	36.8	32.8	30.4	100%=418	61.6	28.8	9.7	100%=372
Available, participated	37.4	30.4	32.1	100%=470	37.8	43.8	18.3	100%=436
South:								
Not available, could not participate	37.3	35.4	27.2	100%=745	66.7	26.6	6.7	100%=342
Available, did not participate	38.7	34.5	26.9	100%=595	61.3	32.1	6.6	100%=274
Available, participated	34.3	32.6	33.2	100%=2,423	62.1	27.3	10.6	100%=549
N=	------	------	------	6,403	------	------	------	4,421
N=	------	------	------	370	------	------	------	138
Total N (adjusted)=	------	------	------	6,773	------	------	------	4,559
NONMETROPOLITAN								
Non-South:								
Not available, could not participate	42.9	30.3	26.8	100%=545	55.7	32.8	11.5	100%=1,666
Available, did not participate	29.1	38.9	31.9	100%=429	50.6	37.8	11.6	100%=431
Available, participated	28.3	30.3	41.3	100%=702	39.3	34.8	25.9	100%=563
South:								
Not available, could not participate	27.4	34.3	38.3	100%=1,902	62.4	28.3	9.3	100%=892
Available, did not participate	29.1	34.9	36.0	100%=1,137	60.8	26.6	12.6	100%=876
Available, participated	32.0	32.6	35.4	100%=2,102	60.7	25.9	13.4	100%=1,372
N=	------	------	------	6,817	------	------	------	5,800
NA=	------	------	------	509	------	------	------	200
Total N (adjusted)=	------	------	------	7,326	------	------	------	6,000

Table 8.14.2.—Acting father, question 9, by race, combined region, and group

Region and group	Percent of respondents in category X [1]							
	Negroes				Whites			
	Father	Other	None	Base N	Father	Other	None	Base N
METROPOLITAN								
Non-South:								
Not available, could not participate	77.4	5.3	17.2	1,874	93.7	1.2	5.1	2,492
Available, did not participate	76.8	5.9	17.4	426	90.9	1.3	7.7	375
Available, participated	79.8	5.1	15.1	490	88.8	3.4	7.8	436
South:								
Not available, could not participate	70.5	7.4	22.1	769	93.5	2.4	4.1	368
Available, did not participate	73.4	4.7	21.9	616	88.4	3.6	8.0	276
Available, participated	74.2	6.2	19.6	2,462	85.7	6.3	8.0	552
N=				6,637				4,499
NA=				136				60
Total N (adjusted)=				6,773				4,559
NONMETROPOLITAN								
Non-South:								
Not available, could not participate	74.2	8.9	16.9	617	94.2	1.0	4.8	1,702
Available, did not participate	78.0	9.6	12.4	428	93.2	2.8	3.9	459
Available, participated	71.8	6.5	21.6	753	89.6	1.4	8.9	570
South:								
Not available, could not participate	73.1	10.6	16.3	2,005	93.3	2.5	4.2	910
Available, did not participate	72.8	7.7	19.5	1,190	91.9	2.4	5.6	903
Available, participated	70.2	11.8	18.0	2,182	88.4	4.0	7.6	1,382
N=				7,175				5,926
NA=				151				74
Total N (adjusted)=				7,326				6,000

[1] Father=Real father who is living at home; stepfather.
Other=Foster father; grandfather; another relative; another adult.
None=Real father who is not living at home; no one.

a level of approximately 55 percent for Negro pupils and 40 percent for whites. Because this nonresponse rate was so high and would introduce biases difficult to ascertain, it was decided not to use this information.

The most useful and effective SES indicator available is whether a family owns certain items, such as a vacuum cleaner, dictionary, etc. This method of determining SES has been used by Warner, Chapin, and others and has shown a high degree of correlation with other variables such as income, occupational status, and education. The questionnaire included items on six household articles in the pupil's home and three types of educational materials that might be found in the home: television set, telephone, record players, refrigerator, automobile, vacuum cleaner, dictionary, encyclopedia, and daily newspaper.

An index was constructed based upon the number of items owned by a pupil's family. Essentially, this index is a combination of two indices used elsewhere in this report: items in the home and reading material in the home. The ownership of a dictionary or encyclopedia by his parents would not be related in the same way to the educational opportunities of a first-grade pupil as to a pupil in higher grades. For pupils in grades above the first, these educational materials would tend to represent facilities in the home available for reference and study; for a first-grader, use of a dictionary or encyclopedia would not be expected. Therefore, the reading material index was in-

Table 8.14.3.—Means on items-owned/reading-material index[1] ordered from highest to lowest mean: By race and region, for respondents in the three primary analytical groups

Race	Region[2]	Area	Mean
Whites	Non-South	Metropolitan	7. 59
		Nonmetropolitan	7. 24
	South	Metropolitan	7. 10
		Nonmetropolitan	6. 34
Negroes	Non-South	Metropolitan	6. 15
		Nonmetropolitan	5. 30
	South	Metropolitan	5. 18
		Nonmetropolitan	4. 54
Whites	Non-South	Entire region	7. 50
	South	do	6. 84
Negroes	Non-South	do	5. 62
	South	do	4. 73

---

[1] In this table, the decimal point in the index has been shifted so that the mean represents the average number of the following 9 items that are possessed by respondents in a given group:

Television set
Telephone
Record player, hi-fi, or stereo
Refrigerator
Automobile
Vacuum cleaner
Dictionary
Encyclopedia
Daily newspaper

[2] Region is broken down as follows: Non-South=North and West, South=South and Southwest.

terpreted for this analysis as an indicator of the parents' educational background.

A score of 10 was assigned to a pupil for each household article and educational item that his family owned; a score of zero was assigned for those items not possessed by the family. For "Don't know" responses or blank responses for a given item, a score of 5 was assigned. Table 8.14.3 shows the average index scores for whites and Negroes in each region. Thus, Negroes would seem to have more need for compensatory programs than white, pupils in the South more than those in the non-South, and children in rural areas more than those in metropolitan areas.

Tables 8.14.4 (Negroes) and 8.14.5 (whites) indicate the distribution of index scores and the average index scores for pupils in the "treated" and comparison groups. Looking at the right-most columns of these tables, we see that the mean number of household and reading material items owned differs between pupils in the comparison groups and "treated" groups.

In general, Head Start participants are from poorer families than nonparticipants, and in most cases, nonparticipants attending schools in which Head Start was offered are poorer than children in communities where the program was not available; the exception to this is for Negroes in the South, where participants and nonparticipants in the same schools were of comparable SES, and the schools without Head Start programs in metropolitan areas contained pupils from poorer families than schools with programs.

Since there is a wide disparity in the family backgrounds between Head Start participants and nonparticipants in most cases, it would seem necessary to examine performance controlling for various family background variables, particularly those variables in which there is greatest divergence between participants and nonparticipants.

Table 8.14.4.—Negroes: Items-owned/reading-material index, by region and group

Region and group	Percent with index value X										Base N	Mean
	0–0.5	1–1.5	2–2.5	3–3.5	4–4.5	5–5.5	6–6.5	7–7.5	8–8.5	9		
METROPOLITAN												
North and West:												
No program available	0	0. 3	0. 8	4. 1	10. 1	18. 9	18. 3	19. 3	19. 3	8. 8	100%=1, 921	63. 714
Available, nonparticipants	. 5	1. 4	1. 8	6. 6	13. 0	18. 5	21. 3	18. 3	14. 9	3. 7	100%= 437	58. 764
Available, participants	. 0	. 2	1. 0	6. 8	15. 8	22. 2	19. 4	15. 4	14. 1	5. 1	100%= 526	58. 859
South and Southwest:												
No program available	. 8	2. 9	6. 8	14. 9	25. 2	16. 6	14. 0	8. 7	7. 6	2. 5	100%= 785	48. 184
Available, nonparticipants	1. 0	1. 8	9. 4	12. 8	13. 7	16. 5	17. 8	13. 9	8. 9	4. 4	100%= 619	52. 116
Available, participants	. 1	1. 0	7. 6	11. 8	18. 1	17. 2	16. 7	13. 4	8. 2	5. 8	100%=2, 485	53. 211
N=	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	6, 773	
NONMETROPOLITAN												
North and West:												
No program available	. 2	1. 4	5. 1	8. 1	15. 0	18. 6	14. 2	17. 4	15. 5	4. 6	100%= 633	57. 172
Available, nonparticipants	. 5	1. 8	8. 5	11. 3	13. 2	17. 3	16. 9	18. 9	8. 1	3. 5	100%= 433	52. 979
Available, participants	. 4	5. 3	4. 7	8. 2	26. 9	14. 4	19. 2	11. 8	5. 6	3. 5	100%= 780	50. 403
South and Southwest:												
No program available	1. 5	3. 1	9. 6	17. 8	20. 5	21. 4	11. 5	7. 4	5. 1	2. 2	100%=2, 032	45. 541
Available, nonparticipants	1. 6	4. 9	10. 4	18. 3	19. 6	18. 9	13. 4	7. 8	3. 2	1. 9	100%=1, 227	44. 034
Available, participants	1. 4	3. 2	11. 5	16. 5	20. 8	15. 5	13. 8	9. 1	5. 9	2. 3	100%=2, 221	46. 004
N=	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	7, 326	

Table 8.14.5.—Whites: Items-owned/reading-material index, by region and group

Region and group	Percent with index value X										Base N	Mean
	0–0.5	1–1.5	2–2.5	3–3.5	4–4.5	5–5.5	6.6–5	7–7.5	8–8.5	9		
METROPOLITAN												
North and West:												
No program available	0.0	0.1	0.2	0.6	3.4	5.2	9.2	19.9	33.8	27.5	100%=2,538	76.540
Available, nonparticipants	.3	0	.3	4.2	5.0	9.5	14.8	18.7	31.4	15.8	100%= 379	70.369
Available, participants	0	0	.5	4.3	10.8	12.4	11.9	19.8	24.5	15.8	100%= 444	67.781
South and Southwest:												
No program available	0	0	.8	3.5	2.2	7.0	13.2	19.2	32.7	21.4	100%= 370	73.324
Available, nonparticipants	0	0	2.5	6.9	6.5	10.5	12.3	18.5	23.6	19.2	100%= 276	67.699
Available, participants	0	0	0	6.2	11.8	12.9	14.3	20.5	19.0	15.4	100%= 552	65.525
N=											4,559	
NONMETROPOLITAN												
North and West:												
No program available	.1	.1	.6	1.2	4.8	7.3	13.8	21.6	31.4	19.1	100%=1,721	72.815
Available, nonparticipants	.0	.4	.4	1.5	5.4	8.2	10.6	23.6	26.0	23.6	100%= 461	72.950
Available, participants	.0	1.2	1.5	6.6	8.4	13.6	21.7	12.4	19.5	15.1	100%= 604	64.420
South and Southwest:												
No program available	.1	.5	2.4	5.9	11.9	13.2	16.9	17.4	18.2	13.4	100%= 916	63.591
Available, nonparticipants	.2	1.1	1.7	5.9	12.1	11.7	14.2	17.5	19.6	16.0	100%= 908	64.609
Available, participants	.4	.9	3.9	9.3	12.2	13.7	17.1	15.0	14.0	13.5	100%=1,390	60.302
N=											6,000	

8.15.1 Ability Test scores, controlling for other background variables.—In section 8.14 we found that Head Start participants were more likely to come from large families than were nonparticipants. In tables 8.15.1 and 8.15.2 we see that pupils from large families have lower test scores than pupils from smaller families, particularly in the case of white children. The pattern for Negroes is far less consistent than that for whites, but in the same direction. Looking at test scores for children from large families we find that Head Start participants score lower than those pupils attending schools where no program was offered. Comparing participants with nonparticipants in the same schools, again looking only at children from large families, in most cases Head Start participants again have lower scores. The exception to this appears for white pupils in the South who did not attend kindergarten, who score higher than others in their school if they participated in Head Start. Also, metropolitan Negroes who participated have higher scores than nonparticipants in a majority of cases.

Absence of a father in the home did not have the anticipated effect on ability scores (tables 8.15.3–6). Overall, pupils without fathers performed at approximately the same level as those with fathers, although there was some variation between groups.

Table 8.15.1.—Negroes, metropolitan: Average ability scores by region, previous kindergarten attendance (question 27), and household size (question 7)

	Verbal			Total nonverbal			Number of cases		
Household	2-5	6-7	8+	2-5	6-7	8+	2-5	6-7	8+
REGION AND GROUP									
Attended kindergarten:									
North and West:									
No program available	17. 672	16. 816	16. 377	21. 919	20. 154	19. 475	697	539	408
Available, nonparticipants	16. 215	17. 441	16. 390	17. 758	20. 568	20. 266	116	102	105
Available, participants	16. 720	15. 808	16. 362	18. 630	16. 315	15. 962	111	73	80
South and Southwest:									
No program available	18. 000	16. 835	17. 545	22. 433	21. 315	20. 136	113	73	22
Available, nonparticipants	16. 453	16. 111	15. 616	17. 969	17. 555	18. 400	97	81	60
Available, participants	17. 070	16. 733	17. 166	17. 532	17. 521	19. 571	342	236	252
Did not attend kindergarten:									
North and West:									
No program available	17. 093	15. 931	17. 333	19. 937	19. 655	19. 381	32	29	21
Available, nonparticipants	14. 517	15. 230	14. 285	14. 000	14. 730	13. 535	29	26	28
Available, participants	15. 042	15. 881	14. 685	14. 414	16. 095	14. 985	70	42	70
South and Southwest:									
No program available	15. 473	15. 994	15. 626	15. 807	17. 297	16. 735	114	188	174
Available, nonparticipants	14. 819	15. 229	14. 930	13. 811	15. 156	13. 590	122	109	100
Available, participants	15. 596	15. 807	14. 898	14. 834	16. 334	14. 225	446	484	511
N=								6, 102	
NA, KG=								356	
Answered KG, NA Q. 8=								315	
Total N (adjusted)=								6, 773	

Table 8.15.2.—Whites, nonmetropolitan: Average ability scores by region, previous kindergarten (question 27), and number of children (under 18) in family (question 8)

	Verbal			Total nonverbal			Number of cases		
Children	1-3	4-5	6+	1-3	4-5	6+	1-3	4-5	6+
REGION AND GROUP									
Attended kindergarten:									
North and West:									
No program available	19. 811	19. 301	19. 280	28. 354	27. 373	27. 647	688	372	139
Available, nonparticipants	20. 007	19. 135	18. 733	28. 401	27. 256	24. 466	127	74	15
Available, participants	18. 828	19. 784	19. 022	24. 802	24. 455	27. 22	76	79	45
South and Southwest:									
No program available	19. 751	19. 117	18. 000	26. 546	27. 235	26. 200	141	34	5
Available, nonparticipants	20. 128	19. 620	17. 500	28. 519	28. 120	27. 125	156	58	8
Available, participants	18. 358	17. 373	16. 323	23. 023	21. 722	18. 823	212	83	34
Did not attend kindergarten:									
North and West:									
No program available	18. 935	18. 923	18. 487	25. 914	26. 229	24. 926	187	144	41
Available, nonparticipants	19. 349	17. 416	17. 606	24. 879	22. 607	23. 000	83	84	33
Available, participants	17. 166	18. 205	15. 344	19. 855	23. 877	18. 473	138	107	93
South and Southwest:									
No program available	18. 934	17. 658	17. 200	23. 461	21. 248	19. 626	366	205	75
Available, nonparticipants	18. 458	17. 809	16. 530	22. 305	21. 946	18. 765	347	168	98
Available, participants	18. 413	16. 815	17. 143	22. 602	20. 039	19. 547	588	254	146
N	------	------	------	------	------	------		5, 503	
NA, KG	------	------	------	------	------	------		315	
Answered KG, NA Q. 8	------	------	------	------	------	------		182	
Total N (adjusted)	------	------	------	------	------	------		6, 000	

Table 8.15.3.—Negroes, metropolitan: Average ability scores by region, previous kindergarten attendance (question 27), and acting father (question 9) [1]

	Verbal			Total nonverbal			Number of cases		
Acting father	Father	Other	None	Father	Other	None	Father	Other	None
REGION/GROUP									
Attended kindergarten:									
North and West:									
No program available	17.147	16.750	16.797	20.669	19.806	21.023	1,364	88	301
Available, nonparticipants	16.346	17.944	17.529	18.984	21.611	20.882	257	18	51
Available, participants	16.477	13.882	16.105	16.718	17.705	18.500	220	17	38
South and Southwest:									
No program available	17.007	19.933	17.890	21.845	24.333	21.527	136	15	55
Available, nonparticipants	16.463	15.000	15.244	18.620	14.466	16.612	179	15	49
Available, participants	17.046	17.823	16.587	18.360	19.235	17.000	630	51	155
Did not attend kindergarten:									
North and West:									
No program available	16.517	16.909	17.833	18.857	21.818	21.722	56	11	18
Available, nonparticipants	14.967	17.714	12.312	15.177	17.571	9.250	62	7	16
Available, participants	15.307	13.250	13.277	14.692	12.625	13.777	153	8	36
South and Southwest:									
No program available	15.287	15.794	17.490	15.954	20.435	18.710	348	39	100
Available, nonparticipants	14.952	16.692	14.631	14.075	15.230	14.671	252	13	76
Available, participants	15.433	15.170	15.443	15.207	15.212	14.628	1,058	94	307
N								6,293	
NA, KG								356	
Answered KG: NA, question 9								124	
Total N (adjusted)								6,773	

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[1] See footnote to table 4.5.

Table 8.15.4.—Negroes, nonmetropolitan: Average ability scores by region, previous kindergarten (question 27), and acting father (question 9) [1]

Acting father	Verbal			Total nonverbal			Number of cases		
	Father	Other	None	Father	Other	None	Father	Other	None
REGION/GROUP									
Attended kindergarten:									
North and West:									
No program available	18. 518	19. 078	18. 562	24. 265	22. 342	24. 187	264	38	64
Available, nonparticipants	17. 074	16. 222	15. 272	21. 429	18. 000	15. 363	107	9	11
Available, participants	18. 510	19. 500	16. 700	19. 590	20. 500	18. 800	100	6	30
South and Southwest:									
No program available	16. 371	18. 192	15. 083	16. 673	18. 500	15. 983	202	26	60
Available, nonparticipants	14. 989	18. 540	16. 272	15. 626	22. 800	14. 727	198	20	44
Available, participants	15. 844	17. 317	16. 852	16. 159	16. 439	18. 000	232	41	61
Did not attend kindergarten:									
North and West:									
No program available	16. 542	17. 266	16. 913	20. 563	21. 333	18. 782	142	15	23
Available, nonparticipants	15. 356	15. 375	15. 666	17. 777	20. 781	15. 214	216	32	42
Available, participants	15. 218	12. 405	15. 288	17. 026	13. 675	17. 254	384	37	118
South and Southwest:									
No program available	15. 323	15. 936	15. 171	15. 745	16. 179	15. 498	1, 186	173	251
Available, nonparticipants	15. 056	16. 432	15. 812	14. 678	18. 820	15. 147	643	67	176
Available, participants	15. 319	16. 668	14. 418	15. 063	18. 341	15. 389	1, 249	205	311
N								6, 783	
NA, KG								444	
Answered KG, NA question 9								139	
Total N (adjusted)								7, 366	

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[1] See footnote to table 4.5.

Table 8.15.5.—Whites, metropolitan: Average ability scores by region, previous kindergarten attendance (question 27), and acting father (question 9) [1]

	Verbal			Total nonverbal			Number of cases		
Acting father	Father	Other	None	Father	Other	None	Father	Other	None
REGION/GROUP									
Attended kindergarten:									
North and West:									
No program available	19. 645	19. 640	18. 956	27. 594	25. 840	25. 175	2, 073	25	114
Available—nonparticipants	18. 779	15. 333	18. 625	25. 188	23. 333	26. 562	186	3	16
Available—participants	18. 396	19. 000	18. 000	22. 458	24. 000	22. 909	179	6	11
South and Southwest:									
No program available	19. 877	19. 166	19. 000	26. 929	25. 333	23. 000	171	6	5
Available—nonparticipants	20. 011	20. 000	19. 166	27. 219	29. 400	32. 166	91	5	6
Available—participants	18. 217	19. 500	18. 400	22. 811	23. 000	21. 200	101	10	10
Did not attend kindergarten:									
North and West:									
No program available	18. 161	19. 666	18. 500	23. 806	20. 000	25. 625	186	3	8
Available—nonparticipants	18. 239	16. 500	16. 636	23. 321	27. 500	22. 818	146	2	11
Available—participants	17. 734	18. 666	16. 950	22. 827	17. 888	19. 785	203	9	20
South and Southwest:									
No program available	18. 053	14. 333	17. 428	23. 485	22. 666	21. 714	167	3	7
Available—nonparticipants	18. 822	19. 600	19. 750	24. 056	25. 600	27. 625	141	5	16
Available—participants	19. 041	19. 040	18. 911	25. 030	21. 720	26. 088	363	25	34
N								4, 367	
NA, KG								139	
Answered KG: NA, question 9								53	
Total N (adjusted)								4, 559	

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[1] See footnote to table 4.5.

Table 8.15.6.—Whites, nonmetropolitan: Average ability/scores by region, previous kindergarten (question 27), and acting father (question 9)

	Verbal			Total nonverbal			Number of cases		
Acting father	Father	Other	None	Father	Other	None	Father	Other	None
REGION/GROUP									
Attended kindergarten:									
North and West:									
No program available	19.602	18.750	19.660	28.107	28.583	25.820	1,172	12	50
Available, nonparticipants	19.540	20.750	20.750	27.459	29.250	30.750	220	4	4
Available, participants	19.173	16.000	19.058	25.795	4.000	23.294	161	3	17
South and Southwest:									
No program available	19.645	19.500	17.444	27.040	29.500	19.555	172	2	9
Available, nonparticipants	19.986	19.666	18.857	28.440	33.000	26.714	218	3	7
Available, participants	17.909	17.333	18.206	22.326	18.066	22.827	288	15	29
Did not attend kindergarten:									
North and West:									
No program available	18.947	20.000	17.760	26.133	26.500	23.160	344	4	25
Available, nonparticipants	18.422	16.375	18.384	23.963	18.250	21.307	194	8	13
Available, participants	16.882	17.800	16.750	20.842	16.200	20.035	331	5	28
South and Southwest:									
No program available	18.238	18.473	19.208	22.219	24.894	24.833	612	19	24
Available, nonparticipants	18.024	17.388	17.853	22.010	20.055	18.658	570	18	41
Available, participants	17.847	18.925	17.219	21.605	22.600	19.986	878	40	73
N								5,613	
NA, KG								315	
Answered KG, NA question 9								72	
Total N (adjusted)								6,000	

[1] See footnote to table 4.5.

Tables 8.15.7.–10 present ability test averages controlling for the SES of respondents using the items-owned/reading-material index. Looking first at the pupils from the poorest families, those with four or less of the household items (six or less for whites), we see that apparent effects of Head Start participation for Negroes were different from the apparent effects for whites. The table below summarizes differences in ability scores between low SES Head Start participants and nonparticipants in the same schools. A positive difference indicates a higher score for participants.

	Attended KG		Did not attend KG	
	Verbal	Nonverbal	Verbal	Nonverbal
Negroes—Metropolitan:				
Non-South	+0.041	+0.054	+0.461	−1.246
South	+.921	−1.166	+.307	+.373
Negroes—Nonmetropolitan:				
Non-South	+3.387	+3.552	+.380	+.938
South	+1.609	+4.102	−.155	+.076
Whites—Metropolitan:				
Non-South	−.107	−1.841	−2.227	−4.013
South	+1.287	−1.538	−.610	+.386
Whites—Nonmetropolitan:				
Non-South	+.722	+1.488	−.459	−1.086
South	−2.990	−8.037	+.142	+.344

Table 8.15.7.—Negroes, metropolitan: Average ability/scores by region, previous kindergarten attendance (question 27), and items-owned/reading-material index

	Verbal			Total nonverbal			Number of cases		
Index	0-4.5	5-6.5	7-9	0-4.5	5-6.5	7-9	0-4.5	5-6.5	7-9
REGION/GROUP									
Attended kindergarten:									
North and West:									
No program available	15. 782	16. 785	17. 593	17. 155	19. 912	21. 955	258	671	869
Available, Nonparticipants	15. 897	15. 921	17. 587	17. 176	19. 315	20. 644	68	127	138
Available, Participants	15. 938	15. 913	16. 802	17. 230	17. 058	17. 643	65	138	101
South and Southwest:									
No program available	17. 505	16. 626	18. 438	21. 494	18. 946	26. 510	89	75	49
Available, Nonparticipants	15. 083	15. 804	17. 163	16. 800	16. 260	20. 423	60	92	92
Available, Participants	16. 004	16. 397	18. 016	15. 634	17. 196	20. 361	241	229	371
Did not attend kindergarten:									
North and West:									
No program available	16. 300	16. 151	18. 291	16. 033	21. 333	21. 959	30	33	24
Available, Nonparticipants	13. 935	15. 300	14. 555	14. 000	13. 600	16. 111	31	40	18
Available, Participants	14. 396	14. 666	15. 410	12. 754	15. 027	15. 320	53	72	78
South and Southwest:									
No program available	15. 199	15. 743	17. 588	15. 957	16. 364	20. 988	256	148	90
Available, Nonparticipants	14. 644	15. 065	15. 464	13. 055	15. 056	15. 788	163	107	71
Available, Participants	14. 951	15. 663	15. 992	13. 428	15. 916	17. 208	637	550	283
N								6, 417	
NA, KG								356	
Total N (adjusted)								6, 773	

Table 8.15.8.—Negroes, nonmetropolitan: Average ability/scores by region, previous kindergarten attendance (question 27), and items-owned/reading-material index

	Verbal			Total nonverbal			Number of cases		
Index	0-4.5	5-6.5	7-9	0-4.5	5-6.5	7-9	0-4.5	5-6.5	7-9
REGION/GROUP									
Attended kindergarten:									
North and West:									
No program available	17.831	18.455	18.925	24.633	23.641	24.493	71	145	162
Available—Nonparticipants	14.928	16.255	17.697	14.500	19.319	22.924	14	47	66
Available—Participants	18.315	17.767	18.285	18.052	20.267	18.314	57	56	35
South and Southwest:									
No program available	15.931	15.758	17.202	16.150	14.833	19.404	73	120	99
Available—Nonparticipants	14.217	15.810	15.876	12.463	16.727	18.353	69	132	65
Available—Participants	15.826	16.554	16.568	16.565	17.062	16.529	115	128	102
Did not attend kindergarten:									
North and West:									
No program available	16.307	16.973	17.488	17.740	21.945	25.720	104	37	43
Available—Nonparticipants	14.572	15.663	16.727	15.809	18.602	20.227	131	98	66
Available—Participants	14.952	14.933	15.460	16.747	17.067	16.805	253	179	113
South and Southwest:									
No program available	14.702	16.000	16.956	14.835	16.405	18.153	943	505	183
Available—Nonparticipants	14.871	15.767	16.770	14.549	15.859	16.137	559	249	87
Available—Participants	14.716	15.576	17.033	14.625	15.627	18.444	1,010	494	272
N								6,882	
NA, KG								444	
Total N (adjusted)								7,326	

Table 8.15.9.—Whites, metropolitan: Average ability/scores by region, previous kindergarten attendance (question 27), and items-owned/reading-material index

	Verbal			Total nonverbal			Number of cases		
Index	0-6.5	7-8.5	9	0-6.5	7-8.5	9	0-6.5	7-8.5	9
REGION/GROUP									
Attended kindergarten:									
North and West:									
No program available	18.938	19.486	20.159	25.712	27.131	28.989	372	1,229	651
Available—Nonparticipants	17.846	19.063	19.106	22.430	26.073	27.553	65	95	47
Available—Participants	17.739	16.763	21.898	20.589	21.157	27.714	73	76	49
South and Southwest:									
No program available	18.684	19.988	20.327	23.605	26.711	29.181	38	90	55
Available—Nonparticipants	18.150	19.941	21.161	26.100	27.509	28.774	20	51	31
Available—Participants	19.437	17.275	18.933	24.562	20.482	25.266	48	58	15
Did not attend kindergarten:									
North and West:									
No program available	16.881	18.965	19.194	21.171	24.701	27.444	76	87	36
Available—Nonparticipants	17.879	18.186	18.500	21.655	24.197	24.083	58	91	12
Available—Participants	15.652	18.714	21.000	17.642	34.621	28.523	95	119	21
South and Southwest:									
No program available	16.033	18.768	19.708	18.593	25.357	27.750	59	95	24
Available—Nonparticipants	18.728	18.983	19.650	22.222	26.901	26.050	81	61	20
Available—Participants	18.118	18.974	21.685	22.608	26.310	28.185	194	158	70
N								4,420	
NA, KG								139	
Total N (adjusted)								4,559	

Table 8.15.10.—Whites, nonmetropolitan: Average ability/scores by region, previous kindergarten attendance (question 27), and items-owned/reading-material index

	Verbal index			Total nonverbal index			Number of cases index		
Index	0-6.5	7-8.5	9	0-6.5	7-8.5	9	0-6.5	7-8.5	9
REGION/GROUP									
Attended kindergarten:									
North and West:									
No program available	19.045	19.751	19.920	26.554	28.209	29.458	332	667	253
Available—Nonparticipants	19.028	19.511	19.984	22.400	28.178	29.076	35	129	[illegible]
Available—Participants	19.750	19.070	18.838	23.888	27.507	23.983	72	71	[illegible]
South and Southwest:									
No program available	18.948	19.658	19.745	25.974	26.670	27.220	39	85	59
Available—Nonparticipants	19.191	20.207	20.039	26.723	28.339	29.636	47	106	77
Available—Participants	16.201	18.796	19.423	18.686	22.592	27.129	134	113	85
Did not attend kindergarten:									
North and West:									
No program available	18.544	18.781	19.913	24.788	25.817	28.775	123	192	58
Available—Nonparticipants	17.168	18.769	19.309	20.831	24.022	27.547	83	91	42
Available—Participants	16.609	17.127	18.142	19.745	22.169	25.071	228	118	28
South and Southwest:									
No program available	17.486	19.289	19.981	20.389	24.911	26.444	393	214	54
Available—Nonparticipants	17.142	18.838	19.777	19.606	23.543	27.476	351	217	63
Available—Participants	17.284	18.203	20.195	19.950	22.680	28.119	632	275	92
N	--------	--------	--------	--------	--------	--------		5,685	
NA, KG	--------	--------	--------	--------	--------	--------		315	
Total N (adjusted)	--------	--------	--------	--------	--------	--------		6,000	

Negroes who participated in Head Start tended to score higher than nonparticipants, a pattern not usually exhibited by white pupils who participated. It would seem that those pupils from most deficient family backgrounds are able to benefit most from a program like Head Start. Looking at tables 8.15.7 and .8 we see that the differences in scores between participants and nonparticipants from medium SES Negroes was generally smaller than those presented above. For high SES Negro pupils, Head Start participants generally scored lower than nonparticipants in the same school. Thus, it would be reasonable to expect that whites, whose background are less culturally deprived than those of Negroes, would not show effects of Head Start participation as strongly as Negroes would.

The group that would appear to have benefited most from Head Start, looking as we have been only at differences in test scores between pupils from the lowest SES families, is comprised of Negroes living in nonmetropolitan areas. However, participants in these locations did not perform as well as nonparticipants who are attending schools where Head Start is not available

The differences between scores for Head Start participants and nonparticipants are small in many instances. Considering the short length of the program it may be unreasonable to assume that participation could immediately and universally affect the verbal and nonverbal reasoning abilities of pupils. Instead, the program may impart to the participants a higher degree of educational motivation—a desire to learn and an interest in school—that would not become evident in the form of higher test scores until a pupil had been in school for several years.

In section 8.13 we examined certain behavior traits that pupils were identified as possessing/nor possessing by their teachers. It appeared that Head Start participants, particularly Negro participants, had a greater proportion of favorable responses that nonparticipants within the same school; i.e., that participation in project Head Start may have increased the motivation of a pupil to take an interest in school. This will again be examined in the next section, controlling for family background.

8.16 Education motivation and project Head Start

To examine the classroom behavior and motivation of pupils, it was necessary to refer back to Q. 32–39, used in section 8.13 rather than considering each question individually as was done in that section, and index was constructed using the eight items. A positive (favorable) response by a teacher for a pupil was assigned a score of 10, an unfavorable response 0, and a blank response five. The nonresponse rate for each question was approximately 1 percent, a figure smaller than that for most other items in the questionnaire. The "pupil evaluation" index thus had a range of zero to 80, with a score of 80 representing eight positive responses for a pupil. Presumably, those pupils with the highest index values showed the best classroom behavior and the greatest interest in school activities.

Examining tables 8.16.1 and 8.16.2 in which the sex of the pupil is controlled, it would seem that Head Start participants have developed a great deal of education motivation through their participation in the program. Below are summarized the differences between participants and nonparticipants from both comparison groups. Data presented are the figures for nonparticipants expressed in terms of differences from the mean for Head Start participants; a positive sign indicates a higher score for participants.

No difference appears to emerge in the effects of Head Start for males and females, although females had higher index scores than males in 46 of the 48 groups. For Negroes, Head Start participants have higher index averages (i.e., better classroom behavior and seemingly greater educational interest) than nonparticipants from the same schools and nonparticipants in communities where Head Start programs were not given. It must be kept in mind, however, that teachers in areas where the program was not available many have rated students in a different manner than teachers did in schools offering Head Start programs. In the case of white pupils, participants generally seem to have the same educational motivation as nonparticipants.

The differences in education motivation, as measured by the evaluation of pupils by their teachers, were next examined controlling for socioeconomic status through use of the items—owned/reading-material index. The means for children in the treated and comparison groups, classified by region, SES, and whether they had attended kindergarten, are to be found in tables 8.16.3 and 8.16.4. Note that the number of household/reading-material items used to delineate low, medium, and high SES families divide between Negroes and whites.

Looking first at nonparticipants in any summer program, attending the same schools as Head Start participants, Negro pupils who participated in Head Start from the lowest socioeconomic backgrounds always had a higher average evaluation score than nonparticipants, regardless of region and prior kindergarten attendance. Thus, for these pupils from most deficient backgrounds, teachers found that Head Start participants were better behaved in the classroom and/or showed a greater interest in schooling than nonparticipants in a summer program.

For whites from low SES families, Head Start participants scored higher than nonparticipants in the same schools in the case of pupils from metropolitan areas who had attended kindergarten and those from nonmetropolitan areas who had not attended kindergarten. In addition, participants in the nonmetropolitan non-South who had previously attended kindergarten had approximately one more favorable response (of the eight possible) concerning classroom behavior/interest than nonparticipants in the same schools. As was the case for Negroes, participation in Head Start seems to have less effect upon pupils from families of higher socioeconomic status.

Negroes from higher socioeconomic backgrounds who participated in Head Start also generally had higher mean evaluation scores than nonparticipants in the same schools, except for the highest SES group whose scores were higher in some cases but lower in others.

In comparing Negro participants with pupils of comparable backgrounds attending schools where Head Start programs were not offered, the same pattern seems to emerge. However, the ratings are somewhat subjective and the teachers evaluating the pupils are not the same for these two groups.

Table 8.16.1.—Negroes: Pupil evaluation index means by region, prior kindergarten attendance (question 27), group and sex of pupil (question 1)

Region/group	Mean: Pupil evaluation index				Number of cases			
	Not KG		Attended KG		Not KG		Attended KG	
	Male	Female	Male	Female	Male	Female	Male	Female
METROPOLITAN								
North and West:								
No program available	52. 867	60. 555	60. 141	66. 672	42	45	921	876
Available—Nonparticipants	55. 689	60. 322	65. 301	66. 047	58	31	166	167
Available—Participants	56. 519	65. 198	61. 586	68. 321	102	101	167	137
South and Southwest:								
No program available	60. 689	64. 562	59. 045	69. 320	254	240	110	103
Available—Nonparticipants	62. 026	69. 630	64. 440	66. 090	190	149	134	110
Available—Participants	64. 946	67. 047	65. 692	69. 955	747	718	390	450
N					6, 408			
NA, KG					356			
Answered KG, NA question 1					9			
Total N (adjusted)					6, 773			
NONMETROPOLITAN								
North and West:								
No program available	61. 465	62. 352	61. 859	64. 298	116	68	207	171
Available—Nonparticipants	61. 677	59. 726	58. 636	69. 375	149	146	55	72
Available—Participants	63. 530	65. 766	69. 488	75. 750	245	300	88	60
South and Southwest:								
No program available	59. 703	62. 164	66. 740	68. 089	827	804	135	157
Available—Nonparticipants	56. 599	59. 740	64. 388	64. 921	472	423	139	127
Available—Participants	60. 238	66. 384	67. 866	70. 080	923	849	157	187
N					6, 877			
NA, KG					444			
Answered KG, NA question 1					5			
Total N (adjusted)					7, 326			

Table 8.16.2.—Whites: Pupil evaluation index means by region, prior kindergarten attendance (question 27), group, and sex of pupil (question 1)

Region/group	Mean: Pupil evaluation index				Number of cases			
	Not KG		Attended KG		Not KG		Attended KG	
	Male	Female	Male	Female	Male	Female	Male	Female
METROPOLITAN								
North and West:								
No program available	64. 065	66. 902	67. 941	73. 092	107	92	1110	1140
Available—Nonparticipants	65. 921	71. 666	70. 086	73. 846	76	84	116	91
Available—Participants	64. 436	69. 550	72. 551	72. 600	142	89	98	100
South and Southwest:								
No program available	62. 239	68. 353	67. 263	76. 022	96	82	95	88
Available—Nonparticipants	68. 289	71. 744	72. 200	74. 038	76	86	50	52
Available—Participants	67. 677	73. 625	70. 285	68. 039	211	211	70	51
N	--------	--------	--------	--------			4, 413	
NA, KG	--------	--------	--------	--------			139	
Answered KG, NA 1	--------	--------	--------	--------			7	
Total N (adjusted)	--------	--------	--------	--------			4, 559	
NONMETROPOLITAN								
North and West:								
No program available	68. 832	73. 742	69. 733	74. 210	197	175	632	614
Available—Nonparticipants	63. 807	68. 364	68. 785	71. 680	109	107	107	122
Available—Participants	60. 829	66. 823	69. 375	72. 882	193	181	120	85
South and Southwest:								
No program available	65. 731	68. 148	73. 195	73. 941	335	324	97	85
Available—Nonparticipants	65. 150	68. 070	70. 666	74. 560	332	298	105	125
Available—Participants	64. 571	68. 881	70. 126	71. 034	467	532	158	174
N	--------	--------	--------	--------			5, 680	
NA, KG	--------	--------	--------	--------			315	
Answered KG, NA 1	--------	--------	--------	--------			5	
Total N (adjusted)	--------	--------	--------	--------			6, 000	

Differences between the means presented in tables 8.16.1 and .2

	Not attended KG		Attended KG	
	Male	Female	Male	Female
Negroes, metropolitan:				
Non-South:				
No program available	+3.652	+4.643	+1.445	+1.649
Nonparticipants[1]	+.830	+4.876	−3.715	+2.274
South:				
No program available	+4.257	+2.485	+6.645	+.635
Nonparticipants	+2.920	−2.483	+1.252	+3.865
Negroes, nonmetropolitan:				
Non-South:				
No program available	+2.065	+3.414	+7.629	+11.452
Nonparticipants	+1.853	+6.040	+10.852	+6.375
South:				
No program available	+.535	+4.220	+1.126	+1.991
Nonparticipants	+3.639	+6.644	+3.478	+5.159
Whites, metropolitan:				
Non-South:				
No program available	+.371	+2.648	+4.610	−.492
Nonparticipants	−1.485	−2.116	+2.465	−1.246
South:				
No program available	+5.438	+5.272	+3.022	−7.983
Nonparticipants	−.612	+1.881	−1.915	−5.999
Whites, nonmetropolitan:				
Non-South:				
No program available	−8.003	−6.919	−.358	−1.328
Nonparticipants	−2.978	−1.541	+.590	+1.202
South:				
No program available	−1.160	+.733	−3.069	−2.907
Nonparticipants	−.579	+.811	−.540	−3.526

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[1] "Nonparticipants" in the above and subsequent tables refers to pupils in communities where Headstart programs were available who did not participate; i.e., nonparticipants attending the same schools as Headstart participants.

Table 8.16.3.—Negroes: Pupil evaluation index means by region, prior kindergarten attendance (question 27), group, and items-owned/reading-material index

Region/group	Mean: Pupil evaluation index					
	Did not attend KG			Attended KG		
SES Index	0-4.5	5-6.5	7-9	0-4.5	5-6.5	7-9
Metropolitan:						
North and West:						
No program available	56.666	48.636	68.333	58.856	61.699	65.926
Available—Nonparticipants	55.000	57.750	60.277	64.338	64.488	67.427
Available—Participants	59.811	60.416	61.923	65.846	64.347	64.207
South and Southwest:						
No program available	60.234	61.520	70.944	62.134	61.733	70.918
Available—Nonparticipants	61.809	65.233	73.450	60.750	64.510	68.750
Available—Participants	62.386	67.772	70.742	61.950	66.506	72.830
Nonmetropolitan:						
North and West:						
No program available	60.048	58.783	68.604	59.577	64.551	63.024
Available—Nonparticipants	54.580	68.061	61.969	69.285	65.212	63.409
Available—Participants	61.719	66.843	68.274	73.157	77.053	62.142
South and Southwest:						
No program available	58.732	63.207	65.847	69.452	62.791	71.666
Available—Nonparticipants	57.289	59.076	60.344	64.927	65.113	63.384
Available—Participants	60.554	66.325	67.261	67.521	69.648	70.147

Region/group	Number of cases					
	Did not attend KG			Attended KG		
SES Index	0-4.5	5-6.5	7-9	0-4.5	5-6.5	7-9
Metropolitan:						
North and West:						
No program available	30	33	24	258	671	869
Available—Nonparticipants	31	40	18	68	127	138
Available—Participants	53	72	78	65	138	101
South and Southwest:						
No program available	256	148	90	89	75	49
Available—Nonparticipants	163	107	71	60	92	92
Available—Participants	637	550	283	241	229	371
N			6,417			
NA, KG			356			
Total N (Adjusted)			6,773			
Nonmetropolitan:						
North and West:						
No program available	104	37	43	71	145	162
Available—Nonparticipants	131	98	66	14	47	66
Available—Participants	253	179	113	57	56	35
South and Southwest:						
No program available	943	505	183	73	120	99
Available—Nonparticipants	559	249	87	69	132	65
Available—Participants	1,010	494	272	115	128	102
N			6,882			
NA, KG			444			
Total N (Adjusted)			7,326			

Table 8.16.4.—Whites: Pupil evaluation index means by region, prior kindergarten attendance (question 27), group, and items-owned/reading-material index

Region/group	Mean: Pupil evaluation index					
	Did not attend KG			Attended KG		
SES Index	0-6.5	7-8.5	9	0-6.5	7-8.5	9
Metropolitan:						
North and West:						
No program available	59. 210	67. 758	72. 638	63. 602	70. 813	73. 993
Available—Nonparticipants	66. 293	69. 120	79. 583	68. 461	71. 631	76. 489
Available—Participants	65. 368	67. 815	65. 714	71. 232	70. 592	77. 653
South and Southwest:						
No program available	56. 949	67. 578	75. 000	65. 789	73. 666	71. 818
Available—Nonparticipants	67. 592	70. 737	78. 500	67. 750	72. 647	77. 419
Available—Participants	62. 654	77. 246	77. 928	72. 291	65. 689	74. 000
Nonmetropolitan:						
North and West:						
No program available	67. 561	72. 421	73. 448	68. 930	72. 256	75. 000
Available—Nonparticipants	56. 747	69. 780	76. 428	55. 857	71. 317	76. 153
Available—Participants	62. 719	64. 364	69. 285	66. 388	71. 549	75. 161
South and Southwest:						
No program available	63. 269	71. 915	74. 166	72. 820	74. 176	72. 881
Available—Nonparticip[illegible]	61. 908	72. 188	72. 777	70. 425	71. 273	76. 298
Available—Participants	64. 691	69. 672	73. 423	67. 126	72. 831	73. 117

	Number of cases					
	Did not attend KG			Attended KG		
SES Index	0-6.5	7-8.5	9	0-6.5	7-8.5	9
Metropolitan:						
North and West:						
No program available	76	87	36	372	1229	651
Available—Nonparticipants	58	91	12	65	95	47
Available—Participants	95	119	21	73	76	49
South and Southwest:						
No program available	59	95	24	28	90	55
Available—Nonparticipants	81	61	20	20	51	31
Available—Participants	194	158	70	48	58	15
N			4, 420			
NA, KG			139			
Total N (Adjusted)			4, 559			
Nonmetropolitan:						
North and West:						
No program available	123	192	58	332	667	253
Available—Nonparticipants	83	91	42	35	129	65
Available—Participants	228	118	28	72	71	62
South and Southwest:						
No program available	393	214	54	39	85	59
Available—Nonparticipants	351	217	63	47	106	77
Available—Participants	632	275	92	134	113	85
N			5, 685			
NA, KG			315			
Total N (Adjusted)			6, 000			

8.17 Summary-comparative opportunity that compensates for background deficiencies: Analysis of Project Head Start

Head Start programs were generally attended by those pupils who had the greatest amount to gain through participation: Pupils from families of low socioeconomic status. Negro children had a probability of participating over five times as great as that for white children in the same region. The highest degree of participation was in regions characterized by low socioeconomic status and low test scores; approximately 35 percent of the Negro first-graders in the nonmetropolitan South had participated in Head Start programs, as compared to less than 2 percent of the white pupils attending school in non-Southern States. Except for Negroes in the South in communities where Head Start programs were offered, pupils who participated came from more deficient backgrounds than pupils who did not participate. Futhermore, those communities in which the program was offered within a specific region were characterized by pupils from poorer family backgrounds than localities in which Head Start was not available. Overall, it would seem that Project Head Start programs were offered in communities in which they were most needed and were attended by pupils who should have benefited most from the program.

In general, Head Start participants of a given race did not perform as well on the verbal and nonverbal reasoning tests as nonparticipants. It is important to note that these pupils, from poor families, have not yet "caught up" to their classmates, even though they participated in the Head Start program.

However, Negroes in Southern States who participated in the program did have higher test scores than nonparticipants attending the same schools, a difference that also exists when prior kindergarten attendance is controlled for. In addition, when prior kindergarten attendance is controlled, Negro pupils in the metropolitan non-South and whites in the metropolitan South who did not attend kindergarten also show positive effects of Head Start participation.

Controlling for race, region, kindergarten attendance, and various measures of socioeconomic status, it would appear that scores for participants were consistently higher than scores for nonparticipants from the same schools for pupils from the poorest families: Negroes of low SES, particularly those in rural areas. For Negroes from higher socioeconomic status, and whites, effects of Head Start participation were not able to be detected from ability test scores in any concrete patterns. Verbal ability—as measured by the tests—was affected to a greater degree than nonverbal ability where effects of Head Start were found.

Turning to classroom behavior, apparent desire to learn, and other factors which might be described as educational motivation or interest, we find that Head Start participants from lowest SES backgrounds have a higher educational motivation than nonparticipants. This is particularly true for Negro pupils from poor families, although this difference tends to appear for all Negro children. For whites, participants from lowest socioeconomic backgrounds seemed more motivated than nonparticipants in some regions, while no effects of Head Start participation could be found for higher SES white pupils.

Where effects of Head Start have been found, they are most likely to occur for pupils from the poorest families. Thus, Negroes seem more likely to be helped by compensatory programs than whites, and children from low socioeconomic backgrounds (regardless of race) are more likely to benefit from these programs than children from more affluent backgrounds.

Effects of participation are less noticeable in test performance than educational motivation. Consequently, it appears that Head Start programs were most effective in planting seeds of educational interest and motivation in participants. This heightened motivation has generally not yet been translated into actual skills which would be reflected in test scores, and it may require more time than the few months elapsing between participation and test administration for this to take place. If these seeds of educational motivation germinate and grow, which will depend partially on the quality of the educational facilities to which the children are exposed, we would expect to find more definite effects of Head Start participation (in terms of test performance increments) at some future point in the educational career of participants.

8.2 Disadvantage associated with foreign language in the home

In this section, two questions are considered, both of which relate to the effects of a home environment in which a language other than English is sometimes used. The first question is "Does the child from a home in which a language other than English is used enter the school system at a disadvantage?" The second question follows naturally from this one, and can be phrased as follows, "If children from homes where a language other than English is spoken enter school at a disadvantage, does the disadvantage become more or less severe with increasing age?"

The respondents from each ethnic group were subdivided into two categories: Those from homes in which a language other than English was spoken most of the time by at least one person (see question 13, 12th grade questionnaire), who hereafter are referred to as NE's; and those from homes in which only English is customarily spoken, hereafter referred to as E's. Note that by itself knowledge of which category a respondent belongs in leaves considerable uncertainty as to just how much of the home verbal experience is in English and how much is in some other language. Thus, classification on the independent variable is not precise.

A second source of difficulty is the presence of response error, at least in the 3d, 6th, and perhaps 9th grades, as discussed in section 2.1. This response error results in the misclassification of respondents into ethnic groups, and for this reason some special procedures are necessary, and will be introduced as appropriate.

The latter part of this analysis deals only with Puerto Ricans, using Oriental Americans as a comparison group. Oriental Americans were chosen for comparison because of the contrasts in family characteristics and in achievement levels between them and the Puerto Ricans. The tabulations were performed on representative subsamples of each ethnic group for each grade studied.

8.21 Disadvantage at grade 1

In order to isolate, as far as possible, the effect of another language in the home, average test scores were examined while several variables relevant to family characteristics were held at fixed levels. The variables held constant were: Sex of respondent; ownership of television, telephone, and vacuum cleaner; ownership of daily newspaper and encyclopedia: mother's level of education; and whether the child had attended kindergarten.

To reduce the misclassification due to response error on membership in an ethnic group, some respondents were excluded from the tabulations of three of the ethnic groups. For Puerto Ricans, only those living in the Northeast and not saying that they were Mexican Americans were included. For Mexican Americans, only those living in the Southwest or West and not saying they were Puerto Ricans were included. For American Indians, only those not living in the Northeast and not saying they were Mexican Americans were included. No exclusions were made for Oriental Americans.

Table 8.21.1 shows the average verbal test scores for each ethnic group, classified into NE and E and also into males and females. The averages for girls show a quite clear disadvantage for the NE's. The score for boys also shows a disadvantage, but somewhat less pronounced. Incidentally, the last column of this and the other tables in 8.21 gives the results for the entire set of Puerto Ricans, before the exclusions discussed above were made.

Table 8.21.2 shows the average verbal test scores for each ethnic group, classified by NE and E, and according to whether the family has or does not have a television, telephone, and vacuum cleaner. In general, the pattern of a disadvantage for the NE's seems to remain unaltered, although for American Indians there may be no differences.

Table 8.21.3 shows the average verbal test scores for each ethnic group, classified by NE and E, and according to whether the family has or does not have a daily newspaper and encyclopedia. Again, the general pattern persists, showing a disadvantage for NE's.

Table 8.21.4 shows the average verbal test scores for each ethnic group, classified by NE and E, and according to mother's level of education. Once again the general pattern is reasonably clear, although the proportion of "don't knows" and nonresponse is especially high.

Table 8.21.5 shows the average verbal test scores for each ethnic group, classified by NE and E, and according to whether the child attended kindergarten. Here too there is a disadvantage for the NE's, perhaps smaller for children who have attended kindergarten.

It appears that in general, children from a home in which a language other than English is spoken are at some disadvantage when they enter the first grade (although there is some doubt in the case of American Indians). However, the disadvantage is not extremely large (usually of the order of half a standard deviation below the score of corresponding English-only children) and perhaps can be lessened by appropriate experiences. This last is suggested by the smaller differences in those cases where the child has gone to kindergarten, or the home has reading materials.

8.22 The later grades

To illuminate the question of whether the disadvantage is more or less severe in the higher grades, a series of cross-tabulations was performed on representative subsamples of the Puerto Ricans and Oriental Americans in the 12th grade. When these tables were calculated, the problem of misclassification due to response error had not been fully recognized, and so no exclusions were used. However, the response error should be minimal for this grade, since for a youth of 17 or 18, the problem of reading difficulty with the tests, or ignorance of the meaning of the questions, should have practically disappeared.

Table 8.21.1.—Average verbal test scores of grade 1, NE's and E's, classified by sex

Sex	Puerto Rican (response check)		Mexican American (response check)		American Indian (response check)		Oriental American (no check)		Puerto Rican (no check)	
	Mean	Base	Mean	Base	Mean	Base	Mean	Base	Mean	Base
Males:										
NE	35.57	(182)	40.04	(700)	43.46	(247)	44.95	(298)	37.95	(280)
E	36.87	(21)	45.15	(146)	44.48	(386)	49.45	(233)	43.50	(178)
Females:										
NE	33.19	(196)	36.96	(622)	42.52	(248)	45.37	(274)	35.61	(282)
NE	42.40	(33)	46.10	(120)	46.25	(320)	51.63	(199)	44.40	(137)

Table 8.21.2.—Average verbal test scores of grade 1, NE's and E's, classified by ownership of television, telephone, and vacuum cleaner

Appliances	Puerto Rican (response check)		Mexican American (response check)		American Indian (response check)		Oriental American (no check)		Puerto Rican (no check)	
	Mean	Base	Mean	Base	Mean	Base	Mean	Base	Mean	Base
Have all three:										
NE	36.83	(58)	43.58	(363)	49.70	(19)	46.60	(455)	41.33	(138)
NE	46.50	(22)	46.47	(152)	46.17	(140)	51.08	(316)	48.78	(112)
Have two:										
NE	32.53	(96)	41.25	(321)	44.03	(85)	38.84	(102)	35.20	(152)
E	36.42	(9)	44.77	(63)	43.60	(138)	49.19	(91)	41.19	(89)
Have one:										
NE	31.99	(81)	34.55	(483)	42.94	(201)	44.51	(9)	34.10	(107)
E	38.13	(17)	44.74	(32)	45.18	(271)	46.97	(15)	41.21	(73)
Have none:										
NE	24.84	(23)	34.37	(100)	41.75	(175)	--------	(--)	28.81	(28)
E	--------	(--)	38.54	(4)	46.52	(112)	--------	(--)	35.54	(7)

Table 8.21.3.—Average verbal test scores of grade 1, NE's and E's, classified by having or not having a daily newspaper and encyclopedia

Reading material	Puerto Rican (response check)		Mexican American (response check)		American Indian (response check)		Oriental American (no check)		Puerto Rican (no check)	
	Mean	Base	Mean	Base	Mean	Base	Mean	Base	Mean	Base
Have both:										
NE	41.62	(8)	43.26	(130)	43.02	(22)	48.16	(137)	40.15	(29)
E	41.23	(9)	48.24	(52)	48.30	(64)	49.99	(193)	48.15	(60)
Have one:										
NE	36.61	(60)	41.12	(328)	44.36	(98)	46.06	(162)	40.67	(110)
E	48.13	(12)	44.43	(78)	43.56	(183)	50.77	(97)	45.12	(83)
Have neither:										
NE	29.98	(67)	35.90	(454)	42.93	(290)	43.64	(34)	33.91	(109)
E	36.92	(15)	41.10	(40)	46.25	(278)	47.35	(10)	38.93	(57)

Table 8.21.4.—Average verbal test scores of grade 1, NE's and E's, classified by mother's level of education

Mother's education	Puerto Rican (response check)		Mexican American (response check)		American Indian (response check)		Oriental American (no check)		Puerto Rican (no check)	
	Mean	Base	Mean	Base	Mean	Base	Mean	Base	Mean	Base
Low:										
NE	30.01	(33)	37.55	(410)	43.39	(223)	39.62	(25)	37.77	(121)
E	40.92	(6)	45.74	(35)	45.20	(237)	46.32	(49)	42.16	(106)
Medium:										
NE	46.50	(4)	44.66	(83)	43.56	(38)	44.47	(70)	47.82	(18)
E	42.31	(7)	51.01	(21)	47.24	(102)	49.54	(149)	48.12	(75)
High:										
NE	-------	(--)	50.45	(27)	46.30	(1)	45.10	(29)	49.29	(2)
E	49.85	(5)	30.69	(9)	47.80	(24)	52.93	(73)	53.10	(22)
Blank or don't know:										
NE	34.62	(341)	38.10	(802)	42.50	(235)	45.60	(451)	35.99	(422)
E	38.40	(36)	45.65	(202)	44.59	(343)	51.43	(161)	41.05	(113)

Table 8.21.5.—Average verbal test scores of grade 1, NE's and E's, classified by whether attended kindergarten or not

Kindergarten	Puerto Rican (response check)		Mexican American (response check)		American Indian (response check)		Oriental American (no check)		Puerto Rican (no check)	
	Mean	Base	Mean	Base	Mean	Base	Mean	Base	Mean	Base
Attended kindergarten:										
NE	36.10	(272)	43.50	(596)	42.81	(230)	45.79	(477)	38.21	(395)
E	43.97	(32)	45.15	(182)	45.32	(347)	50.51	(367)	46.43	(159)
No kindergarten:										
NE	28.94	(96)	34.70	(690)	43.28	(249)	42.25	(91)	32.06	(143)
E	32.23	(18)	47.56	(73)	46.82	(300)	50.77	(54)	40.79	(141)

The child's place of birth was used as a control variable in some tables to reduce the problem of misclassification. The child whose response to the Puerto Rican question was accidental is unlikely to say he was born in Puerto Rico.

Table 8.22.1 shows the basic findings: the average verbal test scores for Puerto Ricans and Oriental Americans, classified by NE and E. For the Puerto Ricans, the 12th grade NE's have higher scores than the E's. For the Oriental Americans, the pattern is different in that the NE's have lower scores in the 12th grade.

Table 8.22.2 shows the average verbal test scores for Puerto Ricans and Oriental Americans classified by NE's and E's, and according to whether the child was born in the mainland United States or not. Here again there is the pattern of a decreased disadvantage, with an actual advantage for the NE's in one cell.

Table 8.22.3 shows the average verbal test scores for Puerto Ricans in the Northeast and Oriental Americans in the West. The pattern of decreased disadvantage is again the case.

The preceding tables strongly suggest that the disadvantage declines after the 1st grade, and probably disappears over the period of school, at least for the Puerto Ricans. But it is still possible that other factors may account for the observed pattern. The NE's may have home backgrounds that differ from those of the E's in ways other than language. Tables were calculated to test this possibility. These tables are not presented here; however, the frequencies can be obtained by examining the case bases in the tables which have been included, and the general impression from these is that on several indicators of family background characteristics, the children from homes in which a language other than English is spoken are more often the victims of other circumstances which are generally felt to be detrimental to academic performance.

In spite of this, the NE's at the 12th grade show only a fairly small disadvantage when compared with the E's. This observed difference can be quite well accounted for by the differences in nonlinguistic factors, and so, if other conditions were constant, the NE's would have average scores as high as or higher than those of the E's at the 12th grade.

Several tables also were calculated showing the average test scores for NE's and E's within categories of the control variables described in 8.21 and also of the question whether anyone at home read to them when they were small, which was felt to be a good indicator of intellectual climate.

Table 8.22.4 shows, for the 12th grade, the average verbal test scores for NE's and E's, for Puerto Ricans and Oriental Americans, according to whether the family has a television, telephone, and vacuum cleaner. For families that do not have all three, the disadvantage is small or eliminated, especially for Puerto Ricans.

Table 8.22.5 shows, for the 12th grade, for Puerto Ricans and Oriental Americans, the average verbal test scores for NE's and E's according to whether their family has an encyclopedia and daily newspaper or not. The results are similar to those for the preceding table.

Table 8.22.6 shows, for the 12th grade, for Puerto Ricans and Oriental Americans, the average verbal test scores for NE's and E's according to mother's level of education. In this table, the Puerto Rican NE's have higher scores than the E's regardless of mother's education.

Table 8.22.7 shows, for the 12th grade, for Puerto Ricans and Oriental Americans, the average verbal test scores for NE's and E's according to the response to the question, "Did anyone at home ever read to you when you were small, before you started school?" Here the Puerto Rican NE's are generally higher than the E's.

These tables taken together support the conclusion that the NE's at least catch up to the E's over the years. It may also be that there are different patterns at different SES levels, though these differences are also consistent with the response error hypothesis.

Table 8.22.1.—Average verbal test scores, 12th grade Puerto Ricans and Oriental Americans, NE's and E's

Item	Puerto Rican		Oriental American	
	Mean	Base	Mean	Base
NE	43.86	(694)	48.66	(608)
E	42.37	(378)	51.66	(427)

Table 8.22.2.—Average verbal test scores, 12th grade Puerto Ricans and Oriental Americans, NE's and E's, classified by native born or not native born

Place of birth	Puerto Rican		Oriental American	
	Mean	Base	Mean	Base
Native:				
NE	43.92	(303)	48.74	(462)
E	42.06	(328)	51.76	(400)
Not native:				
NE	43.42	(345)	48.27	(139)
E	44.60	(48)	50.24	(26)

Table 8.22.3.—Average verbal test scores, 12th grade Puerto Ricans in the Northeast and Oriental Americans in the West, NE's and E's, classified by metropolitan or nonmetropolitan

Residence	Puerto Rican		Oriental American	
	Mean	Base	Mean	Base
Metropolitan:				
NE	43.12	(360)	49.54	(238)
E	41.86	(75)	55.26	(88)
Nonmetropolitan:				
NE	44.40	(32)	47.57	(214)
E	41.06	(18)	51.34	(244)

Table 8.22.4.—Average verbal test scores, 12th grade Puerto Ricans and Oriental Americans, NE's and E's, classified by having or not having a television, telephone, and vacuum cleaner

Appliances	Puerto Rican		Oriental American	
	Mean	Base	Mean	Base
Have all three:				
NE	43.87	(252)	50.05	(456)
E	45.79	(198)	52.94	(330)
Have two:				
NE	41.97	(195)	43.38	(97)
E	39.61	(92)	48.64	(78)
Have one:				
NE	43.57	(110)	46.28	(34)
E	37.80	(51)	46.62	(10)
Have none:				
NE	47.54	(121)	45.54	(18)
E	38.51	(20)	35.05	(6)

Table 8.22.5.—Average verbal test scores, 12th grade Puerto Ricans and Oriental Americans, NE's and E's, classified by having or not having a daily newspaper and encyclopedia

Reading material	Puerto Rican		Oriental American	
	Mean	Base	Mean	Base
Have both:				
NE	43.85	(284)	50.03	(460)
E	44.91	(206)	52.46	(368)
Have one:				
NE	42.09	(225)	44.53	(104)
E	40.49	(116)	47.92	(46)
Have neither:				
NE	46.78	(171)	44.23	(39)
E	36.72	(46)	39.91	(7)

Table 8.22.6.—Average verbal test scores, 12th grade Puerto Ricans and Oriental Americans, NE's and E's, classified by mother's level of education

Mother's education	Puerto Rican		Oriental American	
	Mean	Base	Mean	Base
Low:				
NE	43.63	(396)	47.86	(271)
E	41.79	(172)	50.13	(146)
Medium:				
NE	45.93	(105)	50.85	(152)
E	44.57	(101)	53.71	(190)
High:				
NE	48.27	(73)	51.39	(69)
E	45.58	(39)	53.62	(47)
Don't know or blank:				
NE	40.13	(120)	52.44	(116)
E	38.64	(66)	45.76	(44)

Table 8.22.7.—Average verbal test scores, 12th grade Puerto Ricans and Oriental Americans, NE's and E's, classified by whether someone read to them when they were small

Item	Puerto Rican		Oriental American	
	Mean	Base	Mean	Base
Seldom or never:				
NE	43.22	(322)	48.66	(251)
E	40.53	(129)	51.63	(124)
Often:				
NE	44.53	(185)	49.95	(210)
E	44.61	(157)	52.91	(194)
Forget or blank:				
NE	44.32	(187)	46.84	(147)
E	41.13	(92)	49.46	(109)

8.3 Guidance Counselors

8.31 Exposure of secondary school pupils to guidance counselors

The guidance counselor is considered to be an important staff resource for schools. He performs a number of useful functions including, frequently, administration and interpretation of standardized tests, providing information about student employment, assisting students in the selection of courses, helping students choose the right college, etc. Many educators and counselors feel that the main contributions of the counselor lie in two areas: (*a*) Aiding in the basic decision of students concerning whether or not they should prepare for higher education; and (*b*) being available to students on an individual basis for hearing their problems and giving them individual attention.

Of the two main contributions of the conselor listed above, the latter is a hard one to measure; the specific results of such individual attention are not clear. The first contribution, however, is not so elusive. There is little disagreement that those of low ability should not. Thus, we can get a reasonably good indicator of the extent to which the counselor is making this contribution by examining the correlation of a student's aspiration for college with his ability to do college work. If a counselor is making this contribution, we would expect the correlation to be higher for those who see counselors than for those who do not see counselors.

The term "counselor"[1] is used to refer to persons officially assigned as a guidance counselor for 6 or more hours a week (question T–63). Our analysis is confined to secondary schools; hence the term "school" refers to a high school. Whenever counts, percentages, averages, etc. are presented, it shall be understood that they are weighted to represent the population as a whole. If such numbers are presented based on the sample itself without weighting, we shall use the term "actual" percent, "actual" number, etc.

All characteristics of counselors were aggregated over schools. Identification of counselors was made by selecting from the teacher sample all respondents who spent 6 or more hours in guidance counseling. The regional strata were collapsed so as to guarantee at least 20 actual schools with counselors in each stratum. The geographical strata we shall use throughout these two sections are as follows:

1. Northeast and Midwest nonmetropolitan.
2. Northeast metropolitan
3. Midwest metropolitan
4. South and Southwest nonmetropolitan
5. South and Southwest metropolitan.
6. West nonmetropolitan.

The equivalent number of full time guidance counselors was computed by taking the total number of hours spent on counseling by all those who spent 6 or more hours per week in counseling and then dividing by 30, which is the number of hours considered to constitute full time duty. The number of pupils per counselor for Negroes and whites in a given school was then determined by dividing the total number of full time equivalent counselors into parts proportional to the number of Negroes and whites in the school.

Thus, if the school with 2.4 equivalent counselors has 100 Negro pupils and 200 white pupils, then the Negro pupils would be allocated one-third of 2.4 or 0.8 guidance counselors and the white pupils would be allocated 1.6 counselors.

In a given stratum the exposure of Negro pupils to counselors was obtained by adding up all the equivalent counselors allocated to Negro pupils in the stratum and dividing that number into the total number of Negro pupils in the stratum. The same was done for white pupils. The results are presented in the average number of pupils per guidance counselor.

Average number of students per guidance counselor (full-time equivalents)

Stratum	Negro	White
Metropolitan:		
Northeast	77	80
Midwest	65	86
South and Southwest	104	168
West	81	82
Nonmetropolitan:		
North and Midwest	180	139
South and Southwest	105	119
West	108	115
Whole Nation	97	112

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[1] Note that an observed difference in correlations could occur as the result of a differential tendency to consult guidance counselors; i.e., those who are well adjusted and already reasonably well aware of their ability to perform in college might also be those who tend to seek out counselors. It seems sensible to assume, however, that this is not often the case, and in this analysis a higher correlation between ability and college aspiration for those who see guidance counselors is taken as indicative of effective counseling.

The preceding small table shows that Negro pupils, in the whole Nation, have slightly greater availability of counseling with one guidance counselor for every 97 pupils whereas there is one counselor for every 112 white pupils. In only one stratum, nonmetropolitan Northeast and Midwest, do white pupils have greater availability of this service on the average. In the other strata the differences are often small but in the metropolitan South and Southwest Negro pupils have a large advantage.

8.32 Characteristics of counselors

We have examined the availability of guidance services, but have said nothing as yet of the quality of such programs. We shall examine quality by observing selected characteristics of counselors serving the average Negro and white pupils in the same stratum.

The characteristics are listed in the left hand portion of table 8.32.1 where, for example, one finds in the top line that the average Negro pupil in the South and Southwest is counseled mainly by Negro counselors. Elsewhere counselors are mostly white and in no stratum are they more than 3 percent Negro for the white pupils.

Table 8.32.1.—Characteristics of guidance counselors in secondary schools serving the average Negro and white pupil

Characteristic	Race of pupil	Nation	Metropolitan				Nonmetropolitan		
			Northeast	Midwest	South and Southwest	West	Northeast and Northwest	South and Southwest	West
Percent of counselors who are Negro	Negro	57	21	20	84	18	5	87	0
	White	2	2	1	2	3	0	2	0
Percent of counselors with masters or higher degree.	Negro	65	67	86	66	66	73	54	77
	White	72	75	81	83	57	71	68	53
Percent of counselors with highest degree in guidance.	Negro	52	53	72	53	53	56	43	60
	White	50	61	63	49	46	42	47	29
Percent of counselors who have attended summer institutes.	Negro	69	76	72	65	78	76	65	81
	White	70	79	78	57	68	74	57	81
Percent of counselors with liberal arts BA degree.	Negro	65	69	65	65	63	54	66	82
	White	68	75	58	88	68	58	58	80
Average number of pupils per week seen by counselor.	Negro	41	49	44	36	44	33	40	27
	White	43	46	40	63	40	41	39	23
Percent of counselors who desire to remain at present school.	Negro	49	57	54	49	38	44	50	62
	White	49	59	51	45	46	40	54	34
Percent who would reenter education if starting career all over again.	Negro	78	73	83	73	84	85	78	83
	White	78	79	76	63	72	85	85	85

Table 8.32.2.—Average number of students seen by guidance counselors per week

Region	Percentage of Negro students in school			
	None	1–20 percent	21–50 percent	65–100 percent
Northeast and Midwest nonmetropolitan	44. 4	32. 9	29. 8	35. 4
Northeast metropolitan	30. 6	41. 5	47. 8	49. 8
Midwest metropolitan	40. 8	38. 6	44. 2	35. 9
South and Southwest nonmetropolitan	34. 6	34. 2	64. 8	38. 6
South and Southwest metropolitan	72. 5	45. 2	42. 7	32. 9
West nonmetropolitan	12. 4	21. 8	---	---
West metropolitan	22. 2	49. 6	42. 1	43. 4

8.33 Impact of counseling

We now turn to an examination of the effect counseling has on the fit between a student's ability and college aspiration. If the counselor does what he is supposed to do, we should find a better such fit among pupils who see counselors than pupils who do not.

The basic procedure is to compare the correlation between ability and college aspiration for those students seeing a counselor not at all or once (question U–93) and those students seeing a counselor two or more times during the previous year. The measure of ability is a student's score on the reading comprehension test, and the measure of college aspiration is the answer to a question about the student's plan for college in the coming year (question U–56). In the tables the occupation of the pupils' fathers (question U–18) is used as a control variable. Working and lower classes were defined by fathers who had skilled, semiskilled clerical, service, or laborer jobs; upper and middle classes were defined by the remaining categories on question U–18, except for the "don't knows." The correlation used was the Goodman-Kruskal "gamma" coefficient.

The basic results are presented in tables 8.33.1 through 8.33.8 which exhibit not only the correlations but the number of cases in each cell of the table; correlations were not computed when the number of cases was less than 20.

A table was made for each of the eight possible combinations of sex, race, and metropolitan-nonmetropolitan distinction in the belief that these variables would have the most effect on the correlations. The tables classify schools into four groups according to the proportion of Negro pupils in the school's enrollment (0, 1–20, 21–50, and 65–100 percent; there were none having 50–65 percent Negro pupils). Also the schools are classified according to whether or not they had a Negro counselor on the staff. The tables of this section also divide the Northeast region into two regions called New England and Middle Atlantic, and they divide the Midwest region into two regions called Great Lakes and Plains. The New England region contains Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut. The Great Lakes region contains Ohio, Indiana, Illinois, Michigan, and Wisconsin.

Examination of the tables leaves no doubt that those seeing a counselor more often have a better fit, measured by a higher correlation, between ability and college plans. Of the 117 comparisons that can be made, 87 of them show the correlation to be larger for those students seeing counselors more than once. In 30 of the 117 pairs the comparison reverse the expected relation; for example, the first 2 in the second line of table 8.33.2 are 0.45 and 0.36 indicating a better fit of ability to aspirations among those pupils who visited a counselor no more than once.

The 30 reversals are not distributed randomly. First of all, there are many fewer reversals for females, proportionately, than for males. Of the three reversals for Negro females, all are in schools without Negro counselors. For the two sets for which we can compare Negroes in schools with Negro counselors in the same strata, we find that in both cases the correlations improve. Thus, counseling may not be as useful for a Negro girl if she sees a white counselor rather than a Negro counselor (we assume, with no proof, that the Negro girls see the Negro counselor when available). To test for a possible school effect here (e.g., perhaps integrated schools with Negro counselors do an overall better job for everyone), we examined the same relationship for white females. We can see that for these students, there are no reversals in those categories where reversals were found for Negro females, and there does not appear to be any difference, for white females, between schools with and without Negro counselors.

Of the six reversals for white females, two are very small, and the two largest reversals occur in the all-white schools in the southern metropolitan regions. In general, however, the rest of the all-white schools show increases in correlations.

About a third of all possible comparisons for males show reversals, in about equal proportions for Negroes and whites. The only pattern seems to be that about half of the reversals (including some of the largest ones) fall in the southern regions. In fact, of the seven possible comparisons in the Southwest, five show reversals, for both Negro and white students. There does not seem to be an easy explanation for this, unless the counselors there have a different set of goals in counseling.

Turning now to the controls for social class, we find some further specification of several of the findings reported above. Tables 8.33.9 through 8.33.12 present breakdown for selected strata and racial compositions in which there were enough pupils or enough schools to warrant further subclarification.

There was mentioned earlier three reversals for Negro females in schools without Negro counselors. Two of these occurred in the Middle Atlantic, metropolitan, 1–20-percent Negro category. That area is shown in table 8.33.9. We see quite clearly that the upper and middle class females are helped, while the overall reversals are the result of strong reversals for the lower classes. This also tends to be the case for Negro males, as well, and for both male and female Negro in the South-nonmetropolitan, 1–20-percent Negro category (table 8.33.11). In the Southeast—mostly Negro category (table 8.33.12), however, we can observe that the correlations increase for both lower and middle class Negro males.

There does not seem to be much effect of social class for white females in any of the comparisons in the tables. Such is not the case, however, for white males. In almost every possible comparison, in all regions, upper and middle class white males show reversals, while the lower classes show increases in the correlations as predicted. This may explain some of the many overall reversals we mentioned above for males; there seems to be, for whites, class-differential treatment by counselors. Perhaps the counselor feels a stronger urge or intervention in the case of the bright, lower class boy who does not intend to go to college. This does not explain, however, why middle class males have a worse fit between ability and college plans.

In summary, we found that seeing a counselor more frequently does have an effect on the fit between college aspiration and ability for most students. We did find some variations, however, across students' race, sex, and social class. Female white students, of both classes, showed the most consistent increase in correlations. Male whites showed less consistency, and it is possible that reversals occur more for upper class boys than for lower class boys. Also, many reversals were found for white males in the southern regions.

Moreover, some substantial variations for Negro students were found according to whether there were Negro counselors in the school. This was most dramatic for female Negro students. For Negro girls, in school without Negro counselors, the fit between aspiration and ability for those seeing counselors was much lower than for Negro females in schools with Negro counselors. In addition, this difference did not hold for white females, thus indicating a differential impact. We also found that the fit was poorer for lower class Negroes seeing counselors in all or mostly white schools.

Table 8.33.1.—Correlation between student's ability and college aspiration—Negro, female, nonmetropolitan[1]

School racial composition	All white				1-20 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England								
Middle Atlantic					(4)	(19)		
Great Lakes					(9)	(17)		
Plains					(17)	(15)		
South					(58) 0.04	(59) 0.10		
Southwest					(12)	(10)		
West					(11)	(25) .08		

School racial composition	21-50 Percent Negro				65-100 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England								
Middle Atlantic	(7)	(14)					(19)	(20) 0.85
Great Lakes								
Plains								
South	(19)	(16)					(1,853) 0.24	(1,088) .46
Southwest							(141) .16	(66) .21
West								

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[1] Blank cells indicate no cases. Correlation coefficients were not calculated where there were fewer than 20 cases in the cell.

Table 8.33.2.—Correlation between student's ability and college aspiration—Negro, female, metropolitan[1]

School racial composition	All white				1-20 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England					(10)	(52) 0.60	(19)	(19)
Middle Atlantic					(53) 0.45	(144) .36	(23) 0.13	(91) 0.58
Great Lakes					(14)	(69) .16	(22) .05	(23) .34
Plains					(6)	(43) .20		
South					(7)	(6)		
Southwest					(3)	(2)	(3)	(8)
West					(46) .30	(83) .46	(9)	(31) .38

School racial composition	21-50 Percent Negro				65-100 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England								
Middle Atlantic	(277) 0.49	(513) 0.34	(240) 0.15	(283) 0.28	(12)	(127) 0.38	(267) 0.27	(343) 0.41
Great Lakes	(15)	(46) .27	(143) .09	(270) .33	(41) 0.2	(22) .29	(47) .16	(90) .48
Plains	(22) .30	(60) .21					(68) .20	(130) .25
South							(682) .29	(932) .30
Southwest	(17)	(8)					(229) .36	(221) .40
West	(33) .32	(113) .38	(17)	(29) .26			(131) .30	(221) .35

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[1] Blank cells indicate no cases. Correlation coefficients were not calculated where there were fewer than 20 cases in the cell.

Table 8.33.3.—Correlation between student's ability and college aspiration—white, female, nonmetropolitan[1]

School racial composition	All white				1–20 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England	(68) 0.27	(138) 0.40						
Middle Atlantic	(92) .18	(164) .42			(163) 0.16	(506) 0.37		
Great Lakes	(158) .19	(158) .31			(112) .40	(231) .41		
Plains	(114) .29	(145) .30			(141) .24	(240) .39		
South	(394) .27	(412) .42			(1, 245) .28	(1, 543) .37		
Southwest	(135) .39	(50) .47			(299) .32	(397) .34		
West	(135) .17	(356) .32	(7)	(1)	(412) .17	(483) .32		

School racial composition	21–50 Percent Negro				65–100 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England								
Middle Atlantic	(23) 0.46	(48) 0.20						
Great Lakes								
Plains								
South	(28) .21	(15)						
Southwest								
West								

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[1] Blank cells indicate no cases. Correlation coefficients were not calculated where there were fewer than 20 cases in the cell.

Table 8.33.4.—Correlation between student's ability and college aspiration—white, female, metropolitan[1]

School racial composition	All white				1–20 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England	(6)	(35) 0. 27			(309) 0. 35	(1, 129) 0. 40	(114) 0. 36	(92) 0. 41
Middle Atlantic	(64) 0. 23	(166) . 42			(786) . 33	(2, 974) . 45	(317) . 43	(818) . 49
Great Lakes	(130) . 39	(240) . 47			(660) . 31	(1, 977) . 38	(223) . 39	(166) . 49
Plains					(245) . 30	(852) . 47		
South	(153) . 43	(150) . 33			(459) . 31	(657) . 37		
Southwest	(101) . 52	(116) . 36			(115) . 28	(96) . 34	(28) . 23	(35) . 20
West	(20) . 14	(52) . 26			(625) . 34	(1, 779) . 37	(62) . 24	(188) . 36

School racial composition	21–50 Percent Negro				65–100 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England								
Middle Atlantic	(439) 0. 24	(883) 0. 42	(363) 0. 27	(402) 0. 43	(6)	(46) 0. 27	(6)	(8)
Great Lakes	(22) . 32	(94) . 27	(240) . 28	(278) . 27			(2)	(7)
Plains	(24) —. 05	(44) . 26						
South								
Southwest	(18)	(10)						
West	(37) . 18	(184) . 38	(57) . 15	(103) . 32			(8)	(19)

[1] Blank cells indicate no cases. Correlation coefficients were not calculated where there were fewer than 20 cases in the cell.

Table 8.33.5.—Correlation between student's ability and college aspiration—Negro, male, nonmetropolitan[1]

School racial composition	All white				1–20 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England								
Middle Atlantic					(5)	(17)		
Great Lakes					(14)	(21) 0.0		
Plains					(15)	(20) .24		
South					(63) 0.26	(66) .24		
Southwest					(8)	(14)		
West					(15)	(40) .69		

School racial composition	21–50 Percent Negro				65–100 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England								
Middle Atlantic	(3)	(8)					(38) −.07	(38) 0.44
Great Lakes								
Plains								
South	(20) 0.96	(10)					(1,375) .29	(973) .43
Southwest							(98) .55	(92) .42
West								

---

[1] Blank cells indicate no cases. Correlation coefficients were not calculated where there were fewer than 20 cases in the cell.

Table 8.33.6.—Correlation between student's ability and college—aspiration for Negro, male, metropolitan[1]

School racial composition	All white				1-20 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England					(6)	(56) 0.40	(13)	(9)
Middle Atlantic					(61) 0.40	(203) .39	(14)	(61) 0.35
Great Lakes					(40) .06	(53) .30	(14)	(27) .48
Plains					(9)	(34) .48		
South					(11)	(16)		
Southwest					(3)	(1)	(8)	(6)
West					(51) −.36	(63) .32		(19)

School racial composition	21-50 Percent Negro				65-100 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England								
Middle Atlantic	(138) 0.18	(289) 0.22	(170) 0.36	(181) 0.17	(10)	(76) 0.41	(140) 0.07	(262) 0.27
Great Lakes	(31) .12	(29) .49	(105) .11	(213) .24	(34) 0.07	(21) −.11	(24) −.15	(100) .38
Plains	(25) .06	(60) .39					(65) .21	(101) .44
South							(557) .16	(792) .35
Southwest	(14)	(6)					(182) .36	(193) .21
West	(29) .42	(72) .51	(18)	(38) .16			(81) .40	(196) .19

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[1] Blank cells indicate no cases. Correlation coefficients were not calculated where there were fewer than 20 cases in the cell.

Table 8.33.7.—Correlation between student's ability and college aspiration—white, male, nonmetropolitan[1]

School racial composition	All white				1–20 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England	(147) 0.25	(166) 0.39						
Middle Atlantic	(106) .48	(174) .41			(154) 0.33	(430) 0.44		
Great Lakes	(132) .44	(170) .33			(136) .39	(220) .39		
Plains	(95) .23	(171) .38			(118) .34	(241) .46		
South	(375) .38	(414) .37			(1, 109) .33	(1, 503) .41		
Southwest	(132) .43	(71) .35			(285) .29	(408) .40		
West	(174) .27	(362) .47	(7)		(412) .33	(863) .37		

School racial composition	21–50 Percent Negro				65–100 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England								
Middle Atlantic	(22) 0.32	(26) 0.41						
Great Lakes								
Plains								
South	(28) .06	(22) .60						
Southwest								
West								

---

[1] Blank cells indicate no cases. Correlation coefficients were not calculated where there were fewer than 20 cases in the cell.

Table 8.33.8.—Correlation between student's ability and college aspiration—white, male, metropolitan [1]

School racial composition	All white				1-20 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England	(58) 0.22	(20) 0.42			(290) 0.31	(1,053) 0.44	(85) 0.29	(67) 0.25
Middle Atlantic	(31) .13	(172) .54			(908) .47	(3,574) .46	(183) .44	(656) .51
Great Lakes	(143) .46	(271) .39			(797) .27	(2,207) .37	(158) .37	(176) .36
Plains					(217) .40	(847) .15		
South	(127) .35	(167) .24			(379) .30	(754) .38		
Southwest	(103) .44	(124) .24			(90) .08	(98) .38	(22) .53	(27) .09
West	(25) .53	(61) .57			(592) .19	(1,753) .38	(55) .48	(175) .31

School racial composition	21-50 Percent Negro				65-100 Percent Negro			
Schools with	No Negro counselors		1+ Negro counselors		No Negro counselors		1+ Negro counselors	
Number of times counselor seen	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more	1 or less	2 or more
REGION								
New England								
Middle Atlantic	(244) 0.25	(645) 0.37	(256) 0.30	(389) 0.40	(4)	(35) 0.06	(30) 0.34	(57) 0.29
Great Lakes	(40) .20	(86) .33	(197) .32	(514) .37			(8)	(8)
Plains	(42) .32	(101) .38						
South								
Southwest	(18)	(17)						
West	(67) .49	(162) .33	(43) .14	(109) .26				

[1] Blank cells indicate no cases. Correlation coefficients were not calculated where there were fewer than 20 cases in the cell.

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Table 8.33.9.—Correlation between student's ability and college aspiration—Middle Atlantic, metropolitan, 1-20 percent Negro, by social class[1]

	In a school with no Negro counselors							
Sex of student	Male				Female			
Race of student	Negro		White		Negro		White	
Number of times counselor seen	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more
CLASS OF STUDENT								
Middle and upper classes	(21) 0. 23	(40) 0. 69	(352) 0. 49	(1, 810) 0. 47	(20) 0. 20	(36) 0. 54	(268) 0. 38	(1, 468) 0. 46
Working and lower classes	(37) . 37	(134) . 27	(496) . 37	(1, 614) . 39	(31) . 48	(88) . 30	(479) . 26	(1, 399) . 38
All classes combined	. 40	. 39	. 47	. 46	. 45	. 36	. 33	. 45

	In a school with one or more Negro counselors							
Sex of student	Male				Female			
Race of student	Negro		White		Negro		White	
Number of times counselor seen	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more
CLASS OF STUDENT								
Middle and upper classes	(3)	(20) 0. 33	(80) 0. 64	(295) 0. 56	(5)	(17)	(127) 0. 46	(364) 0. 55
Working and lower classes	(7)	(37) . 31	(74) . 23	(316) . 49	(11)	(51) 0. 54	(101) . 42	(399) . 42
All classes combined		. 35	. 44	. 51		. 58	. 43	. 49

---

[1] Blank cells indicate no cases. Correlation coefficients were not calculated where there were fewer than 20 cases in the cell.

8

Table 8.33.10.—Correlation between student ability and college aspiration—Great Lakes, metropolitan, 1-20 percent Negro, by social class[1]

	In a school with no Negro counselors							
Sex of student	Male				Female			
Race of student	Negro		White		Negro		White	
Number of times counselor seen	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more
CLASS OF STUDENT								
Middle and upper classes		(10)	(211) 0.34	(894) 0.34		(13)	(195) 0.34	(841) 0.40
Working and lower classes	(23) −.14	(35)0.12	(524) .21	(1,190) .36		(41) −.09	(441) .28	(1,053) .34
All classes combined	.06	.30	.27	.37		.16	.31	.38

	In a school with one or more Negro counselors							
Sex of student	Male				Female			
Race of student	Negro		White		Negro		White	
Number of times counselor seen	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more
CLASS OF STUDENT								
Middle and upper classes			(57) 0.06	(75) 0.42			(61) 0.38	(70) 0.61
Working and lower classes		(20)0.30	(94) .47	(91) .28	(17)	(16)	(154) .37	(91) .42
All classes combined		.48	.37	.36			.39	.49

[1] Blank cells indicate no cases. Correlation coefficients were not calculated where there were fewer than 20 cases in the cell.

Table 8.33.11.—Correlation between student's ability and college aspiration—South, nonmetropolitan, 1–20 percent Negro, by social class[1]

	In a school with no Negro counselors							
Sex of student	Male				Female			
Race of student	Negro		White		Negro		White	
Number of times counselor seen	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more
CLASS OF STUDENT								
Middle and upper class	(14)	(11)	(380) 0.47	(693) 0.43	(9)	(12)	(391) 0.36	(632) 0.42
Working and lower classes	(37) 0.42	(44) 0.25	(640) .23	(818) .38	(37) −0.03	(41) 0.01	(769) .22	(841) .31
All classes combined	.26	.24	.33	.41	.04	.10	.28	.37

	In a school with one or more Negro counselors							
Sex of student	Male				Female			
Race of student	Negro		White		Negro		White	
Number of times counselor seen	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more
CLASS OF STUDENT								
Middle and upper class								
Working and lower classes								
All classes combined								

---

[1] Blank cells indicate no cases. Correlation coefficients were not calculated where there were fewer than 20 cases in the cell.

Table 8.33.12.—Correlations between student's ability and college aspiration—South, nonmetropolitan, 65–100 percent Negro, by social class[1]

	In a school with no Negro counselors							
Sex of student	Male				Female			
Race of student	Negro		White		Negro		White	
Number of times counselor seen	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more
CLASS OF STUDENT								
Middle and upper classes								
Working and lower classes								
All classes combined								

	In a school with one or more Negro counselors							
Sex of student	Male				Female			
Race of student	Negro		White		Negro		White	
Number of times counselor seen	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more	0 or 1	2 or more
CLASS OF STUDENT								
Middle and upper classes	(210) 0. 28	(159) 0. 28			(294) 0. 48	(185) 0. 46		
Working and lower classes	(872) . 29	(620) . 39			(1, 116) . 18	(728) . 45		
All classes combined	. 29	. 43			. 24	. 46		

---

[1] Blank cells indicate no cases. Correlation coefficients were not calculated where there were fewer than 20 cases in the cell.

8.4 Vocational Education

This section provides a very brief indication of some of the data obtained from 12th grade pupils about vocational education. Adjustments have not been made in the data to take account: (1) of the extent to which the sample did not represent the stratum; (2) of the extent to which rate of return of pupil questionnaires varied from stratum to stratum. Thus small differences in the data presented in this section have no meaning at all because adjustments may reverse them. Adjustments would not reverse large differences.

Of approximately 100,000 usable questionnaires returned by 12th grade pupils nearly 18,000 indicated that the pupil had taken one or more vocational courses. Classifying them by South and non-South, metropolitan and nonmetropolitan, Negro and white, one finds in the accompanying table in the text that Negroes are somewhat more likely than whites to have taken at least one vocational course; this is particularly the case in the metropolitan South.

Race	South		Non-South		Sample total
	Metropolitan	Nonmetropolitan	Metropolitan	Nonmetropolitan	
	Percent	*Percent*	*Percent*	*Percent*	*Percent*
Negro	23	17	28	18	22
White	9	13	18	19	17

Among the 18,000 pupils reporting a course some 6,000 reported they were enrolled in a high school vocational program. The percentages of the 6,000 in various kinds of vocational programs are shown in tables 8.4.1 for boys and 8.4.2 for girls.

Almost half of the secondary school principals reported that no vocational program was offered by their high schools. In table 8.4.3 is shown for all 12th grades, the distribution of responses to the question: "Would you have enrolled in a vocational (job training) program if one that interested you were offered in your high school?" For the sample as a whole, 13 percent reported that they were already in a vocational program; 44 percent said they would have enrolled if an interesting program had been offered in their high school; and 44 percent said they would not enroll, even if more courses were available. Sharp differences between white and nonwhite students appear in the desire of students to enroll in a vocational program. For example, in the South 67 percent of Negro students would enroll in a vocational program if one were available, compared to 46 percent of whites. In the non-South, 52 percent of Negroes, compared to 40 percent of whites would enroll. The sentiment in favor of vocational training is stronger in the South than the non-South, and is stronger among Negroes than among whites. This finding is stated negatively in the third row of the table.

Table 8.4.1.—Percent of 12th grade boys in various vocational programs

Name of major course	Southern boys		Non-Southern boys		Other Nonwhite
	Negro	White	Negro	White	
Air conditioning	3. 0	2. 5	4. 1	1. 5	3. 6
Airplane mechanics	3. 7	1. 8	3. 4	3. 2	5. 1
Auto body	4. 6	3. 8	5. 8	4. 1	6. 2
Auto mechanics	7. 7	17. 4	9. 9	16. 3	14. 2
Brick or stone masonry	17. 0	2. 2	1. 3	0. 8	1. 0
Carpentry	8. 1	2. 9	4. 0	5. 2	3. 8
Electricity	5. 5	4. 4	6. 1	8. 8	7. 9
Food trades	2. 7	2. 7	4. 5	2. 3	2. 8
Industrial co-op	1. 8	4. 5	2. 1	1. 8	1. 6
Machine shop	4. 7	8. 0	6. 0	8. 5	5. 4
Radio–TV repair	4. 8	3. 4	3. 2	3. 6	1. 6
Welding	3. 8	4. 5	4. 8	3. 3	1. 8
Commercial art	1. 5	1. 4	5. 6	5. 2	4. 4
Co-op office training	1. 5	4. 2	3. 3	2. 8	1. 3
Distributive education	3. 0	12. 3	5. 0	4. 8	3. 0
Other, listed [1]	14. 2	8. 6	17. 2	14. 6	20. 9
Other, not listed	12. 4	15. 4	12. 7	15. 2	15. 4

[1] Includes cabinetmaking, diesel mechanics, foundry, needle trades, painting and decorating, sheet metal work, plumbing, printing, practical nursing (health).

Table 8.4.2.—Percent of 12th grade girls in various vocational programs

Name of major course	Southern girls		Non-Southern girls		Other Nonwhite
	Negro	White	Negro	White	
Beauty culture (cosmetology)	19. 7	10. 1	10. 4	13. 4	7. 2
Commercial art	2. 2	3. 3	4. 5	8. 9	5. 0
Co-op business	10. 0	27. 2	18. 5	22. 3	13. 7
Distributive education	6. 1	19. 0	5. 3	13. 7	5. 3
Food trades	5. 9	4. 1	8. 0	2. 9	5. 3
Maid training	1. 4	(1)	(1)	(1)	1. 6
Needle trades	6. 1	1. 5	3. 5	1. 5	1. 2
Practical nursing (health)	8. 5	8. 2	13. 8	7. 3	10. 6
Other listed [2]	16. 0	6. 1	16. 6	8. 3	22. 3
Other, not listed	24. 1	20. 5	19. 4	21. 7	27. 8

[1] Less than 1 percent.

[2] Includes all other courses not in this table but on student checklist. See table 8.4.1.

Table 8.4.3.—Demand for high school vocational courses by all 12th graders

	South		Non-South		National	
	Negro	White	Negro	White	Other nonwhite	Sample total
Percent already enrolled in vocational program	13	10	14	13	15	13
Percent that would enroll in program if more courses were offered	67	46	53	40	49	44
Percent that would not enroll in program	20	43	33	47	37	44

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9.1 Official correspondence

The following two letters asked for the cooperation of State and local officials in the conduct of the survey of public schools.

DEPARTMENT OF HEALTH, EDUCATION,
AND WELFARE, OFFICE OF EDUCATION,
Washington, D.C. 20202, June 10, 1965.

All Chief State School Officers:

Congress has instructed the Commissioner of Education, in section 402 of the Civil Rights Act, to conduct a survey of inequality of educational opportunity in public educational institutions by reason of race, color, religion, or national origin. We expect to carry out the survey in the fall of 1965, in order to be able to report to the President and the Congress by July 2, 1966, as required by the Act.

The survey will cover only a sample (about 5 percent) of schools rather than all schools, sampling more heavily schools in areas with many children from minority groups than in areas with few. It will attempt to deal with the problem of inequality by developing comprehensive statistical information and evaluation for items that educators agree are relevant to quality, such items as: conditions of classrooms, number of pupils per classroom, school equipment, books, libraries and other auxiliary facilities, teacher training and experience, guidance and counseling programs, health programs, curricula, school organization and administration, arts programs, athletic programs, remedial programs, community attitude toward education, expenditure per pupil. These items will be compared for schools serving primarily children of minority groups and those serving primarily children of the majority group.

In my judgment, it is necessary to assess the relative importance of these by means of aptitude and achievement results if the survey is to serve its purpose. This part of the survey will be voluntary; that is, substitutes will be found for those local school systems which do not wish to participate in the program. In the schools which agree to cooperate, pupils in the 1st, 3d, 6th, 9th, and 12th grades will be tested. The tests, together with questionnaires, will require approximately a full day in the upper grades and a shorter period at the lower levels.

The test results, of course, will be used solely to undertake statistical analysis of the relative importance of items affecting quality of education. They will not be used to compare achievement between systems or cities or States, nor will the results be reported by individual schools or school districts.

This survey will be done entirely at U.S. Government expense. Each State Department of Education will receive, if it so desires, special tabulations of survey results for its State.

I hope you will be able to designate a member of your staff to assist this Office in developing suitable arrangements with local school systems very shortly because we must begin at once the task of selecting the sample of schools to be surveyed. I would appreciate your sending me his name by collect telegram as soon as he has been selected. If you have any question about this program, please feel free to call me collect (at area code 202—963-6212) or Alexander Mood (at area code 202—963-6966).

Your cooperation in carrying out this survey will be very much appreciated by all of us here in the Office who are responsible for carrying out our duties under the Act.

Sincerely yours,

FRANCIS KEPPEL,
U.S. Commissioner of Education.

Note.—Letter addressed to all Superintendents of schools selected for the survey.

DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE,
OFFICE OF EDUCATION,
Washington, D.C. 20202, July 13, 1965.

Dear Superintendent:

This letter is a request for your cooperation and assistance in carrying out a directive from the Congress of the United States. This directive requires the Commissioner of Education to conduct a nationwide survey of educational opportunities under the Civil Rights Act of 1964. The survey must be carried out with some speed in order to submit a report to Congress by July 2, 1966.

Your Chief State School Officer has appointed a representative, whose name appears below, to aid in this survey. Through the efforts of our staff and the State representative, a sample of schools has been drawn, sampling more heavily schools in areas with many children from minority groups than areas with few. The sample, which includes schools from your system, is not designed to be representative of the State or of the local system. As a result, no conclusions will be made about the State or local system; results will be presented only for regional and national levels. No individuals, schools, school districts, or States will be identified.

We need your cooperation in meeting the requirements of the law. This cooperation will involve several tasks:

1. Completion of a questionnaire for the system as a whole.

2. Completion of a questionnaire by the principal of each school in your system that falls into the sample.

3. Completion of a questionnaire by teachers and guidance counselors in each school in the sample.

sample was to set up primary sampling units (psu's). As the elementary unit to be used in the sample was to be the school it was possible to use either the local school districts (there were 24,446 operating local school districts in the United States in the fall of 1965) or the 3,130 counties, parishes, and county equivalents as the psu's. The latter was chosen because (a) census and other descriptive statistics were more readily available for counties and (b) the county would provide a greater internal heterogeneity which, for technical sampling reasons, is more efficient.

The counties were then assigned to one of two groups, metropolitan or nonmetropolitan, according to whether they were included in a standard metropolitan statistical area (SMSA) or not. In New England where the metropolitan area consists of a group of contiguous cities and towns, those counties that appeared in more than one metropolitan area were placed in the metropolitan area that contained the largest percentage of the county population. The county equivalents, such as the independent cities in Virginia, that were not included in a standard metroplitan statistical area, were treated as counties. This procedure led to the formulation of 2,883 psu's of which 209 were metropolitan areas and 2,674 were counties located outside metropolitan areas.

The second step in the sample design was to stratify the groups by geographical location and by the percentage of nonwhites in the psu. The seven regions that were used and the States that are included in each region are shown in table 9.2.1. The boundaries for the percentage nonwhite categories were set at (1) 70 percent and over, (2) 30 to under 70 percent, (3) 10 to under 30 percent, and (4) under 10 percent. In the case of the counties outside the metropolitan areas the last category was further broken down into (4a) estimated nonwhite enrollment of 100 or more and (4b) estimated nonwhite enrollment under 100.

Prior to the selection of the psu's that were to be included in the sample it was necessary to solve the problem of how to allocate the sample between the two groups (within metropolitan areas and outside metropolitan areas) and between the seven regions. The allocation procedure that was used is described below. This procedure, though not optimum, is adequate, inasmuch as optimum allocation would have required more accurate knowledge of the population.

Table 9.2.1.—**Regional classification of States used in Educational Opportunities Survey**

Region I, New England	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont
Region II, Mid-Atlantic	Delaware, Washington, D.C., Maryland, New Jersey, New York, and Pennsylvania.
Region III, Great Lakes	Indiana, Michigan, Ohio, Illinois, and Wisconsin.
Region IV, Plains	Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota.
Region V, Southeast	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.
Region VI, Southwest	Arizona, New Mexico, Oklahoma, and Texas.
Region VII, Far West and Rocky Mountain.	Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming.

Estimates of nonwhite enrollment in grades 1, 3, 6, 9, and 12 were obtained for metropolitan areas and outside metropolitan areas for each of the seven regions. It was found that about 62 percent of the total nonwhite enrollment was in metropolitan areas and about 38 percent outside of metropolitan areas. As the number of nonwhite students that were to be included in the sample was set at approximately 450,000, the number of nonwhite students that was allocated to metropolitan areas in the sample was, then, set at 279,000 (450,000×0.62) and the number outside metropolitan areas at 171,000 (450,000×0.38).

The allocation between regions was done in a similar manner. For example, a region's proportion to the total nonwhite metropolitan areas enrollment was determined. This proportion was then applied to the 279,000 obtained above to determine the number of nonwhite students to be included in the sample from the region's metropolitan areas.

It was possible in the metropolitan area group to apply a principle of optimum allocation that can be used when the size of the sample is fixed. This principle, as used in this survey, was to include in the sample with certainty all the psu's whose estimated nonwhite enrollment for the specified grades was equal to or greater than the total nonwhite enrollment for these grades in the region divided by the size of the sample to be used. By use of this principle, 21 of the largest metropolitan areas in the country were included in the sample with certainty.

The remaining psu's were ordered within their strata according to their estimated number of nonwhite students in 1960. After a random start, the psu's in each strata were selected in a systematic manner in accordance with the sampling ratios shown in table 9.2.2. Table 9.2.2 also shows the number of psu's in the universe and in the sample.

Second stage.—Within each county and metropolitan area that was selected in the first stage a listing of all public secondary schools with the 12th grade was obtained from the inventory of school plants. These listings were then sent to the various State departments of education where they were corrected, updated, and the percent nonwhite enrollment in each school was indicated; i.e., (1) 75.1–100.0 percent, (2) 50.1–75.0 percent, (3) 25.1–50.0 percent, (4) 10.1–25.0 percent, and (5) 0–10 percent. The secondary schools in each psu were then stratified into five groups defined by these proportions.

Selection of schools with 12th grade.—Inasmuch as both 12th grade enrollment for the high schools and total enrollment for all grades in all public schools in the psu were required, one for sample allocation and the other to be used in the inflation procedure, it was necessary to derive this information from the data that was available on the enrollment and grade span of the secondary schools. Since the grade spans for high schools varied from schools that had grades 6 through 12 to schools that had only grades 11 and 12, grade span coefficients were developed for each region and each grade span to obtain the necessary information about the estimated 12th grade and total enrollment in the psu's. For example, the following procedure was used to estimate total enrollment in a psu. The total regional enrollment in each grade, 1 through 12, was obtained from the U.S. Office of Education publication, *Statistics of Public Schools, Fall 1964* (OE–20007–64). The grade span coefficient to be used for high schools with grade span t through 12, where t=6, 7, 8, 9, 10, or 11, was computed by the following relationship.

$$\frac{\text{Total regional enrollment in grades 1 through 12}}{\text{Total regional enrollment in grades t through 12}}$$

The results of these computations are shown in table 9.2.3. Separate coefficients were used for Alaska and Hawaii.

The enrollment of the high schools in a particular psu were then multiplied by the appropriate grade span coefficient and summed to get estimated total enrollments for each stratum and for the psu.

Grade span coefficients to be used to determine 12th-grade enrollment were computed by using the total regional enrollment in the 12th-grade in the numerator of the relationship used above in lieu of the total regional enrollment in grades 1 through 12.

By use of an allocation procedure similar to that used in the first stage and by taking into account the average nonwhite enrollment per school it was possible to determine the number of schools that would have to be included in the sample to attain the desired number of 12th-grade students in each of the second stage strata. Within each stratum the secondary schools were selected, after a random start, in a systematic manner, the sampling rate being determined by the number of secondary schools to be included in the sample from the stratum to the total number of secondary schools in the stratum.

In order to provide a general idea of the composition of the secondary schools in the sample, the total number of these schools in the psu's that were selected in the sample, the number of high schools that were selected in the second stage of the sample, and a sampling rate that is based on an average of the regional rates is shown in table 9.2.4. The stub identification of the metropolitan areas that appear in table 9.2.4 are based on approximations of the sampling rates that are shown in table 9.2.2. From the information in these two tables the following general statements regarding the approximate overall probability (the probability of selecting the psu times the probability of selecting the school) of a secondary school with the 12th-grade falling in the sample can be made:

1. In the largest metropolitan areas those secondary schools that had more than 25 percent nonwhite enrollment had about 1 chance in 5 of being selected in the sample; those schools with nonwhite enrollment between 10 and 25 percent had 1 chance in 10 of being selected; and those schools that were predominantly white had 1 chance in 20 of being selected.
2. In those metropolitan areas that were not included in the largest metropolitan areas and had 10 percent or more nonwhites in their population, the chances of selecting a predominantly nonwhite school was

Table 9.2.2.—Number of primary sampling units in the universe (N), in the sample (n) and the sampling rates (n/N) used in the first stage of the Educational Opportunities Survey

	Region											
	I			II			III			IV		
	N	n	n/N	N	n	n/N	N	n	n/N	N	n	n/N
A. METROPOLITAN AREAS												
Included in sample with certainty	4	4	1/1.00	4	4	1/1.00	3	3	1/1.00	2	2	1/1.00
Proportion nonwhite:												
30—under 70	----	----	--------	----	----	--------	----	----	--------	----	----	--------
10—under 30	----	----	--------	4	4	1/1.00	4	4	1/1.00	----	----	--------
Under 10	10	2	1/5.00	19	4	1/4.75	37	7	1/5.29	15	3	1/5.00
Total	14	6	--------	27	12	--------	44	14	--------	17	5	--------
B. COUNTIES OUTSIDE METROPOLITAN AREAS												
Proportion nonwhite:												
70 and over	----	----	--------	----	----	--------	----	----	--------	1	1	1/1.00
30—under 70	----	----	--------	5	3	1/1.67	2	2	1/1.00	7	3	1/2.33
10—under 30	----	----	--------	10	5	1/2.00	3	3	1/1.00	15	7	1/2.14
Under 10:												
100 or more nonwhite students	8	3	1/2.67	41	5	1/8.20	76	8	1/9.50	62	7	1/8.86
Less than 100 nonwhite students	37	3	1/12.33	48	4	1/12.00	261	12	1/21.75	498	10	1/49.80
Total	45	6	--------	104	17	--------	342	25	--------	583	28	--------

	Region										
	V			VI			VII			Total	
	N	n	n/N	N	n	n/N	N	n	n/N	N	n
A. METROPOLITAN AREAS											
Included in sample with certainty	4	4	1/1.00	2	2	1/1.00	2	2	1/1.00	21	21
Proportion nonwhite:											
30—under 70	13	4	1/3.25	----	----	--------	----	----	--------	13	4
10—under 30	30	6	1/5.67	8	3	1/2.67	----	----	--------	46	17
Under 10	4	----	--------	17	3	1/5.67	27	5	1/5.40	129	28
Total	51	14	--------	27	8	--------	29	7	--------	209	66
B. COUNTIES OUTSIDE METROPOLITAN AREAS											
Proportion nonwhite:											
70 and over	17	8	1/2.13	1	1	1/1.00	----	----	--------	19	10
30—under 70	338	85	1/3.98	26	9	1/2.89	3	3	1/1.00	381	105
10—under 30	254	64	1/3.97	73	18	1/4.06	13	13	1/1.00	368	110
Under 10:											
100 or more nonwhite students	157	16	1/9.81	86	9	1/9.56	68	7	1/9.71	498	55
Less than 100 nonwhite students	184	5	1/36.80	145	7	1/20.71	235	11	1/21.36	1,408	52
Total	950	178	--------	331	44	--------	319	34	--------	2,674	332

Table 9.2.3.—Grade span coefficients used to estimate total enrollment in PSU's falling in sample

Grade span of high school	Region								
	I	II	III	IV	V	VI	VII	Alaska	Hawaii
6–12	2.337	2.010	1.999	1.977	1.974	2.072	1.990	2.290	2.065
7–12	2.419	2.356	2.383	2.328	2.386	2.506	2.368	2.831	2.456
8–12	2.909	2.861	2.891	2.822	3.009	3.155	2.896	3.614	3.082
9–12	3.762	3.596	3.640	3.567	4.001	4.190	3.713	4.790	3.845
10–12	5.167	4.912	4.989	4.835	5.951	6.168	5.237	6.765	5.219
11–12	7.926	7.712	7.751	7.388	10.322	10.673	8.961	10.931	7.995

about 1 to 5 and for predominantly white schools was about 1 to 36.

3. In those metropolitan areas that had less than 10 percent nonwhites the overall probability of selecting a school that had more than 10 percent nonwhite enrollment was approximately 1 in 5; the chances of a predominantly white school was 1 in 37.
4. The probability of a school with more than 10 percent nonwhite enrollment from those counties that had more than 30 percent nonwhite population was about 1 to 2 and for those schools with 10 percent or less nonwhite enrollment the probability was approximately 1 to 4.
5. For those counties where the proportion of nonwhite was 10 to under 30 percent predominantly nonwhite school's probability of selection was 1 in 3 and predominantly white school had a 1 in 10 chance of falling in the sample.
6. In those counties where the proportion of nonwhites was under 10 percent and there were 100 or more nonwhite students in the county, a predominantly nonwhite school had 1 chance in 24 and a predominantly white school had 1 chance in 48 of being selected. In those counties where there were less than 100 nonwhite students the probabilities were 1 in 54 that a predominantly nonwhite school would be selected and 1 in 113 that the predominantly white school would be included in the sample.

Selection of feeder schools.—For each secondary school selected in the sample, the lower grade schools which feed their students into the secondary school were identified by the local school administrators, together with the percent of the feeder school students who would ordinarily attend the sampled high school. Each feeder school sending 90 percent or more of its students to a sampled secondary school was selected with certainty, and other feeder schools were selected with probability equal to the percent of students who go on to the sampled secondary school.

Of the five grades which were to be included in the survey, grade 1 was to include only half the fraction of students sampled in the other grades. Accordingly, a procedure was adopted which randomly eliminated half of the first grades which had been included in the sampled high school feeder school units.

9.3 Data collection and processing

The first step in data collection was to obtain the necessary voluntary cooperation of each of the Chief State School Officers (CSSO) and to request their help in getting the cooperation of local school administrators in their respective States. On June 10, 1965 the Commissioner of Education sent a letter to each CSSO in which he outlined the purpose and procedures of the survey. At the same time, he requested each CSSO to designate a member of his staff to serve as his State representative in assisting the Office of Education to make arrangements for data collection in the local school systems included in the sample. In another communication, the State agencies were requested to update the listing of high schools in the sampled counties, and to provide the information on the racial composition of these schools which was required by the sampling design. In some States, the necessary information was obtained from the published State Education Department's Statistical Reports and Directories of Public Schools.

Table 9.2.4.—Total number (M), number in the sample (m), and average sampling rates (m/M) of high schools in the second stage for sampled PSU's by percent nonwhite in high school and first stage sampling rate for metropolitan areas and proportion nonwhite for county PSU's

	Percent nonwhite in high school														
	75.1–100			50.1–75			25.1–50			10.1–25			0–10		
	M	m	m/M	M	m	m/M	M	m	m/M	M	m	m/M	M	m	m/M
METROPOLITAN AREAS [1]															
Approximate first stage sampling rate:															
1/1	201	43	1/4.67	59	15	1/3.93	71	24	1/2.96	105	17	1/6.13	1,256	75	1/16.75
1/3	55	26	1/2.12	7	0	--------	20	0	--------	44	1	1/44.00	321	14	1/22.93
1/5	33	27	1/1.22	4	4	1/1.00	10	10	1/1.00	27	20	1/1.35	528	73	1/7.23
Total in Metropolitan areas	289	96	--------	70	19	--------	101	34	--------	176	38	--------	2,105	162	--------
COUNTIES OUTSIDE METROPOLITAN AREAS [1]															
Proportion nonwhite:															
70 and over	17	17	1/1.00	--------	--------	--------	1	0	--------	7	7	1/1.00	17	16	1/1.06
30—under 70	214	197	1/1.08	4	4	1/1.00	7	5	1/1.40	4	2	1/2.00	307	121	1/2.54
10—under 30	149	143	1/1.04	--------	--------	--------	14	14	1/1.00	32	21	1/1.50	405	114	1/3.55
Under 10:															
100 or more nonwhite students	19	7	1/2.71	1	1	1/1.00	10	10	1/1.00	26	18	1/1.44	299	56	1/5.34
Less than 100 nonwhite students	4	2	1/1.75	1	1	1/1.00	8	6	1/1.33	7	2	1/3.50	205	50	1/4.10
Noncontinental United States	10	7	1/1.43	--------	--------	--------	2	2	1/1.00	3	1	1/3.00	8	3	1/2.66
Total in counties	413	373	--------	6	6	--------	42	37	--------	79	51	--------	1,241	354	--------
Total number of high schools	702	469	--------	76	25	--------	143	71	--------	255	89	--------	3,346	516	--------

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[1] See table below:

	M	m
Total number of high schools in Metropolitan areas	2,741	349
Total number of high schools in counties	1,781	821
Grand total	4,522	1,170

As soon as permission to communicate with the local school systems was obtained from the respective States, the Assistant Commissioner for Educational Statistics sent a letter to each of the local school administrators of the systems with high schools included in the sample. These letters mentioned that clearance through the State agency had been accomplished, gave the name of the State representative, and outlined the purpose and procedures of the survey, including the fact that some questions would be asked about the race and family background of the students. At the same time, the sampled high schools in the particular system were listed, and the data on the feeder schools of these high schools needed to complete the sampling was requested from the superintendent.

The Educational Testing Service at Princeton, N.J., the contractor for the survey, appointed a number of consultants in the counties of the sampled high schools. They were available to answer questions and to advise on procedures and administration of the survey. In locations where a consultant who could be reached easily by telephone was not available, an ETS staff member was identified as the consultant. In all, 434 ETS consultants were appointed throughout the country.

As agreements were received from local schools systems to cooperate, notification was forwarded to the Educational Testing Service, ETS, which also was responsible for the printing of all questionnaires and the shipping of materials to local school systems, who obtained from local school officials the number of teachers and the number of pupils in grades 1, 3, 6, 9, and 12 in the sample schools so that the forms could be shipped.

In early September, as soon as copies of the survey books and manuals were delivered from the printers, a complete sample set was mailed to each superintendent who was expected to participate in the survey. The superintendent was informed at this time of the name, address and telephone number of the ETS consultant.

By September 10, the materials were being shipped by ETS to the schools. The ETS consultants were identified to each school principal on the shipping document which accompanied the survey materials. Delays made it impossible for all schools to administer the survey on the scheduled dates, September 28 or 30, 1965, and superintendents were asked to move the test date into October if materials were late.

The tests and questionnaires were processed by ETS as they were received. In mid-November, ETS listed the school systems and schools from which they had received completed test materials. The Office of Education then made a followup mailing requesting completed superintendents' and principals' forms where they were missing. Principal and superintendent questionnaires were sent during this recall to all school systems which had expressed some reluctance to participate in the survey, as well as to the systems which had not returned shipped materials they had agreed to administer. In an effort to maximize the returns from this recall, several questions that had been cited as being controversial were omitted from the followup principal and superintendent questionnaires. A second followup was later made of an 19 percent sample of the nonresponding principals. The details of this phase are discussed in the section on the treatment of nonresponse.

The survey materials were administered in most schools on September 28 or 30, 1965. In some locations, delays in the receipt of survey materials necessitated later administration dates. The principal, superintendent, and teacher instruments were self-administered The pupil tests and questionnaires were administered in the classrooms by the teaching staff of each school. Six separate manuals for administration were prepared by the contractor: grades 1, 3, 6, 9, 12 and a school coordinators manual. Each of the grade-level manuals gave detailed instructions for giving the survey at that grade, including verbatim instructions to pupils. The coordinators manual gave detailed instructions for administering the survey and handling the survey material in a school. In addition, the ETS consultants, mentioned above, were available for questions about the survey administration. All of the survey instruments, with the exception of the followup principal and the superintendent questionnaires, had machine scorable answer sheets. In the case of the teacher, principal, and 6, 9 and 12 grade instruments, answer sheets separate from the survey booklet were provided. In grades one and three, responses were marked directly onto the accordion type booklets which were used in these grades, and were then machine scored: This procedure for the youngest pupils eliminated the possible errors caused by transcribing responses onto a separate sheet. Each pupil recorded his own responses on the answer sheets, with the exception of the grade one questionnaire and several questionnaire items in grade three which were to be filled in by the teacher. The followup principal and superintendent questionnaires were not machine scored, but the responses were keypunched from the questionnaire.

ETS was responsible for the processing of the completed survey materials. This involved scoring tests and transcribing the information from the instruments which would be used in the analysis, onto magnetic tape. Separate procedures were developed for the machine scorable instruments and the key punched instruments. The principal elements of this phase involved—

1. Matching the individual instruments with the appropriate school code,
2. Resolving response errors, such as multiple responses to the same item, and
3. Quality control in the scoring of test responses and the transcription of all responses onto tape.

1. Because the analysis plans required that the responses of students, teachers, and principals and superintendents from the same school be brought together as related information, it was necessary to identify each respondent with a code number unique to each school. At the same time, however, in securing the participation of the sampled systems in the survey, it was promised that no names of schools, systems, or States would be used in the report of the survey, and that students and teachers would not be asked to identify themselves on the survey instruments. Consequently, it was necessary to use the serial numbers which were assigned to each individual survey answer sheet to match each respondent to his school. If a respondent failed to correctly give his serial number, controls were established to reject the respondent's instrument for clerical resolution. The instrument was then repossessed and correctly matched.

A small number (1.06 percent) of the instruments returned were not incorporated in the analyses, for the following reasons:

a. The information from the school relating the serial number of the survey materials to the school code was not received with completed survey materials. As a result, all instruments for a particular grade in the school were unusable. Efforts were successful in many cases to recover the necessary information and resolve the matching problem.
b. Individual students would misgrid their serial numbers and would be rejected in the transcribing process. This group, comprising about 40 percent of the unresolvable instruments were rejected individually from many schools in the survey (one or two per class in their school).

The following table shows the results of the computer processing data collection phase.

Grade	Instruments returned	Instruments processed	Instruments not resolved	Percent instruments not resolved
1	76, 468	76, 133	335	0. 4
3	136, 692	135, 750	942	. 7
6	128, 078	125, 170	2, 908	2. 3
9	135 010	134, 030	980	. 7
12	98, 264	97, 660	604	. 6
Teacher	67, 902	66, 826	1, 076	1. 6
Principal[1]	4, 090	4, 081	9	. 2
Total	645, 504	639, 650	6, 854	1. 06

[1] There were 131 other principal questionnaire answer sheets which were not incorporated in the analysis. These answer sheets were included without identifying serial numbers in the specimen kits of survey materials sent by ETS to the sampled superintendents, which when returned, could not be used. Undoubtedly, many of these principals responded again to the followup mailing, but it is likely that the group accounts for a large fraction of the schools which administered student tests, but had no survey record of principal's information.

2. The procedure used by ETS for scoring the test portion of the survey and for transcribing the item responses of the questionnaire was similar. In cases where there was more than one response detected by the scoring machine, the darkest mark was chosen as the choice desired by the respondent: the logic behind this being that in most cases the lighter mark by the respondent was an initial response, later insufficiently erased, and the darker mark made as a final choice.

Multiple responses on the principal and superintendent questionnaires which were to be keypunched were edited on an individual basis.

3. Quality control procedures were established, by ETS quality control personnel, to ascertain that the following points could be assured:

(a) All responses recorded on the instrument were correctly transcribed by the scoring machine onto magnetic tape.

(b) Test sections were correctly scored.

(c) The two sides of an answer sheet for a particular respondent were correctly matched.
(d) All instruments were accounted for.
(e) The respondent was correctly matched with the school information.
(f) Conversion factors for scoring sections were correctly applied.

The procedures involved manually scoring every 1,000th answer sheet and checking the item responses and scores with the information recorded on tape for that anwser sheet.

9.4 Computation of estimates

The estimated totals, averages, and proportions reported in section 2 of the report have been developed by the use of a ratio estimation procedure. This procedure was carried out for each of the five racial composition groups in each of the primary sampling units. These weighted area statistics were then combined so as to produce the desired regional and national estimates.

Estimates of characteristics from the sample for a given racial composition high school-feeder school system in a given primary sampling unit were produced by weighting the count from the sample by the following inflation factor,

$$W_{ijkl}=\frac{N_i}{\sum_{j} N_{ij}}\cdot\frac{r_{ijk}}{\sum_{l} r_{ijkl}}, \qquad (1)$$

where N_i is the 1960 Census population count of all school age persons in the i-th first stage stratum,

N_{ij} is the 1960 Census population count of all school age persons in the j-th psu in the sample in the i-th stratum,

r_{ijk} is the estimated 1964 enrollment, grades 1 through 12, for all public schools of racial composition k in the j-th psu in the sample in the i-th stratum, and

r_{ijkl} is the estimated 1964 enrollment of the l-th sampled high school-feeder school system of racial composition k in the j-th psu in the sample in the i-th stratum.

The estimates of r_{ijk} and r_{ijkl} were arrived at in a manner similar to the method of estimating enrollments from high school grade spans and enrollment figures that were described in the previous section on the allocation of the sample.

Adjustment for nonresponse of the high school-feeder school systems that did not return both principal and student questionnaires was accomplished by a calculation which assumes that respondents within a particular area and racial composition represent the nonrespondents in that segment as well.

The inflation factor for the 12th-grade schools was adjusted according to the following rules:

(a) When some of the sampled schools of racial composition k in the j-th psu did not return the questionnaire, the factor Σr_{ijkl} in equation (1) was modified to $\Sigma r_{ijkl'}$, where l' represents schools that responded, and

(b) When no returns were received from any school of racial composition k in the j-th psu, information from schools of racial composition k in similar psu's in the same stratum or adjacent stratum was paired with the j-th psu and appropriate changes were made in the elements of equation (1). In essence, this technique may be described as a collapsed psu procedure.

Now, if all the feeder schools at the lower grade levels responded, the inflation factor for these schools would be the same as the inflation factor of the high school they feed. Then, in the case of nonresponse for the feeder schools the inflation factor, the inflation factor for the 12th-grade school which the lower grade students would normally enter was multiplied by the ratio of the number of feeder schools at this grade level in the sample to the number of these schools that responded.

No allocations or imputations were made for item nonresponse. Averages were calculated only on the schools who responded on the item. Proportions were calculated on all schools, with the proportion not responding calculated as a separate category.

9.41 Definition of estimates

The formulas used to obtain the principal estimates reported in section 2 of the report are shown below.

Let W_{ijkl} be the inflation factor with the l-th school of racial composition k in the j-th psu in the sample in the i-th stratum,

R_{ijkl} be the number of students of a particular race or ethnicity in the l-th school in the sample in the j-th psu,

X'_{ijkl} equal 1 if the characteristic of interest is present in the l-th school in the sample in the j-th psu and o if it is not present,

X''_{ijkl} equal the value of the characteristic of interest in the l-th school in the sample in the j-th psu, and

P_{ijkl} equal the proportion of units having a certain characteristic in the l-th school in the sample in the j-th psu.

Then, the estimate of the percentage of pupils of a particular race or ethnicity attending schools with a certain characteristic in the smallest weighting area was produced by using the formula

$$\frac{\Sigma W_{ijkl} X_{ijkl} R_{ijkl}}{\Sigma W_{ijkl} R_{ijkl}} 100. \tag{2}$$

The estimate of the average school characteristic for pupils of a particular race was obtained by using

$$\frac{\Sigma W_{ijkl} X''_{ijkl} R_{ijkl}}{\Sigma W_{ijkl} R_{ijkl}}. \tag{3}$$

The estimate of the percent of a certain characteristic in the schools attended by the average student of a particular race was obtained by using

$$\frac{\Sigma W_{ijkl} P_{ijkl} R_{ijkl}}{\Sigma W_{ijkl} R_{ijkl}} 100. \tag{4}$$

In order to provide the reader with a better understanding of these formulas and concepts, the procedures used to obtain the above measurements are illustrated in the example shown below. For simplicity, we shall assume that there are only four high schools in the psu, that $W_{ijkl}=1$ for each school, and that the schools have the following characteristics:

	School								Total	
	A		B		C		D			
Acres on plantsite	3		5		4		2			
	Race									
	W	N	W	N	W	N	W	N	W	N
Teachers	3	3	6	0	1	2	0	5	10	10
Pupils	60	60	120	0	20	40	0	100	200	200

Then, to determine the percent of Negro pupils who attend schools that have white teachers we use formula (2), setting $X'_{ijkl}=1$ if the school has white teachers and $X'_{ijkl}=0$ if the school does not have any white teachers. R_{ijkl} will equal the number of Negro students in the l-th school. This results in

$$\frac{(1\times1\times60)+(1\times1\times0)+(1\times1\times40)+(1\times0\times100)}{(1\times60)+(1\times0)+(1\times40)+(1\times100)}=\frac{100}{200}=.50.$$

This means that 50 percent of the Negro pupils in this psu attend high schools that have white teachers.

An estimate of the acreage in the plant sites of schools attended by the average Negro pupil is obtained by using equation (3) and letting X''_{ijkl} equal the number of acres in the l-th school. That is,

$$\frac{(1\times3\times60)+(1\times5\times0)+(1\times4\times40)+(1\times2\times100)}{(1\times60)+(1\times0)+(1\times40)+(1\times100)}=\frac{540}{200}=2.7 \text{ acres.}$$

An estimate of the percent of white teachers in schools attended by the average Negro pupil is obtained by using equation (4) and letting P_{ijkl} equal the percent of white teachers in the l-th school.

$$\frac{(1\times.50\times60)+(1\times1.00\times0)+(1\times.33\times40)+(1\times0.00\times100)}{(1\times60)+(1\times0)+(1\times40)+(1\times100)}=\frac{43}{200}=.22.$$

An estimate of the percent of white teachers in schools attended by the average white pupil is

$$\frac{(1\times.50\times60)+(1\times1.00\times120)+(1\times.33\times20)+(1\times0.00\times0)}{(1\times60)+(1\times120)+(1\times20)+(1\times0)}=\frac{157}{200}=.79.$$

The concept of "whites in same county" as pupils of a specific minority group in that county may be formulated as

$$\frac{\Sigma W_{ijkl}R_{ijkl}Y_{ij}\,(\text{white})}{\Sigma W_{ijkl}R_{ijkl}}, \qquad (5)$$

where Y_{ij} (white) is the value for the white students in the j-th psu in the i-th stratum that was obtained by using formulas (2), (3), or (4).

Using the previous example, the assumption is now made that schools A and B are in county I and that schools C and D are in county II. Then, the estimates of the average acreage in the plantsites of schools attended by white students are, using (2):

$$\text{County I: } Y_{x''_I}=\frac{(1\times3\times60)+(1\times5\times120)}{60+120}=4.3 \text{ acres.}$$

$$\text{County II: } Y_{x''_{II}}=\frac{(1\times4\times20)+(1\times2\times0)}{20+0}=4.0 \text{ acres.}$$

In county I there are 60 Negro pupils and in county II there are 140 Negro pupils, a total of 200. Then by (5),

$$\frac{[(1\times60)+(1\times0)](4.3)+[(1\times40)+(1\times100)](4.0)}{(1\times200)}=4.1 \text{ acres.}$$

This measurement of 4.1 acres may then be considered as an index of the average size of school plantsites for white pupils in the same area as Negro pupils. If there was a second minority group in the area, say Mexicans, then the same procedure would have been followed as above except that the averages for the white pupils would have been weighted by the proportion of Mexican pupils in each of the counties. The resulting index would then be identified as the average size of school plantsites for white pupils in the same area as Mexican pupils.

To determine the index of the percent of white pupils in the same area as Negro pupils that attend schools with white teachers, the percent of the white students for each of the counties is obtained by using (2).

$$\text{County I } \quad Y_{x'_I}=\frac{(1\times1\times60)+(1\times1\times120)}{60+120}=1.00$$

$$\text{County II } \quad Y_{x'_{II}}=\frac{(1\times1\times20)+(1\times0\times0)}{20+0}=1.00$$

Then, by (5), we get

$$\frac{(60)\,(1.00)+(140)\,(1.00)}{200}=1.00$$

A summary of the values of the measurements discussed in this section for the illustrative example is shown in table 9.4.1.

Table 9.4.1.—Various measurements of school and pupil characteristics from example illustrating the concept of "whites in the same county"

	Pupils in area of counties I and II				Pupils in county I			Pupils in county II		
	All	White	Negro	Index [1]	All	White	Negro	All	White	Negro
Average number of acres in school plantsite	3. 5	4. 3	2. 7	4. 1	4. 0	4. 3	3. 0	2. 8	4. 0	2. 5
Percent of pupils in schools with white teachers	75	100	50	100	100	100	100	38	100	29
Percent of pupils in schools with Negro teachers	70	40	100	80	50	33	100	100	100	100
Percent of white teachers in school of average pupil	50	79	21	48	75	83	50	12	33	9
Percent of Negro teachers in school of average pupil	50	21	79	52	25	17	50	88	67	91

[1] This index is identified as W(N) in the tables in section 2 of the report.

9.42 *Definition of special measures*

Seventeen special measures or indexes used in presenting some of the survey data in the tabulations of section 2. They were calculated from replies on the questionnaire sent to school principals as follows:

SM 1.—Pupils per room obtained by dividing the number of pupils in the school (P 40) by the number of rooms in the school (P 11).

SM 2.—Pupils per teacher obtained by dividing the number of pupils in the school (P 40) by the number of teachers in the school (P 26).

SM 3.—Percentage of makeshift rooms obtained by dividing the number of makeshift rooms (P 12) by the total number of rooms (P 11) and multiplying by 100.

SM 4.—Percentage of the following special rooms or fields in the school: auditorium, cafeteria, gymnasium, athletic field (P 13).

SM 5.—Percentage of the following three kinds of science laboratories in the school: biology, chemistry, physics (P 13).

SM 6.—Number of volumes in school library measured in hundreds of volumes (P 13b).

SM 7.—Number of library volumes per pupil obtained by dividing number of volumes (P 13b) by number of pupils (P 40).

SM 8.—One-half of the sum of the fraction of full-time art teacher at the school and the fraction of full-time music teacher at the school. Then, if a school had a music teacher two days a week (.40 full time) and as art teacher one day a week (.20 full time), this measure for that school would be $\frac{1}{2}(.40+.20)=.30$ (P 30, 31).

SM 9.—Percentage of the nineteen extracurricular activities listed in question P 90 that are available at the school (student government, newspaper, annual, boys' interschool athletics, girls' interschool athletics, boys' intramural athletics, girls' intramural athletics, band, chorus, honor society, subject clubs, chess club, hobby clubs, drama, debate, social dances, military cadets, service clubs, religious clubs).

SM 10.—Percentage of seven special classes for exceptional children listed in question P 94 that are available at the school, (mentally retarded behavior, non-English speaking, gifted, special talent, speech impairment, physically handicapped).

SM 11.—Percentage of the six kinds of curriculum listed in question P 78 available at the school (college preparatory, commercial, general, vocational, agriculture, industrial arts).

SM 12.—An index of the severity of behavior problems in the school was obtained by giving a numerical value to the four responses in P 48 as follows: severe, 0.75; moderate, 0.50; slight, 0.25; none 0, and then finding the average of these values over the seven problems listed in P 48 (vandalism, impertinence, racial tension, theft, physical indolence against teacher, narcotics, intoxicants).

SM 13.—Percentage of the seven kinds of special personnel named in P 32 through P 38 available at the school, (speech corrections, psychologist, remedial reading, guidance counselors, librarians, nurses, attendance officers).

SM 14.—Total percent of pupils transferring in and out of school the preceding year (P 44, 45).

SM 15.—Percentage of boys dropping out of school plus the percentage of girls dropping out of school (P 46, 47). A more meaningful index would be obtained by taking half of this number and interpreting the result as an average percentage of pupils of both sexes dropping out.

SM 16.—Percentage of college representatives visiting the school who represented predominantly Negro colleges (P 53, 54).

SM 17.—Percentage of the three kinds of texts (intelligence, achievement, interest) named in P 22, 23, and 24 used in the school.

9.5 Sampling variability

In all statistical surveys, whether they are based on complete enumeration or on samples, there is always the potentiality of errors and inaccuracies. In sample surveys, the total survey error includes both sampling and nonsampling error. The latter may be termed measurement error and includes such errors, among others, as ambiguities in definitions and in the questionnaire, failure to obtain required information from respondents, obtaining inconsistent information, mistakes in clerical coding and editing, errors occurring during the machine processing operation, and tabulation errors.

Since the estimates from this survey are based on a sample rather than on a complete census of principals, teachers, and pupils, they will differ somewhat from figures which would have been obtained from a complete enumeration using the same schedules, instructions, and procedures. If repeated samples of the same size were selected from the population, some of the sample estimates would be smaller than the population value and some would be larger. The sampling error is a measure of the scatter of these sample estimates from the population value. The standard error of the estimate is used to measure this sampling variability; that is, of the variations that occur by chance because a sample, rather than the whole population, is surveyed.

As calculated for this report, the standard error also partially measures the effect of response errors but does not measure any systematic biases in the data. The chances are about 68 out of 100 that an estimate from the sample would differ from a complete census figure by less than the standard error. The chances are about 95 out of 100 that the difference would be less than twice the standard error.

For estimates of statistics representing relatively small proportions of the population, the major component of the total survey error tends to be the sampling error. As the sample proportions approach the level of the total population, the standard error decreases relative to the size of the estimate. This is not necessarily true of the nonsampling errors and they tend to assume a relatively larger tole in the total survey error. In general, most data in this report regarding minority groups, except Negroes, are subject to high sampling variability and should be treated as approximate rather than precise measures.

As of this writing, approximate standard errors have only been computed at the national level for secondary school estimates. It is anticipated that the standard error for elementary school estimates will be of the same relative magnitude as those for secondary schools. Table 9.5.1 shows approximate standard errors for estimated national percentages of secondary school pupils attending schools with a particular characteristic. Separate standard errors have been calculated and are to be used with the estimated percentages derived for white pupils (W), Negro pupils (N), and whites in the same county as Negroes W(N). For example, in table 2.21.4, in the United States, the percentage of white pupils in schools whose age is less than 20 years is shown as 53 percent; for Negro pupils, 60 percent; and for whites in the same county as Negroes, 50 percent. The approximate standard error for the value for the white pupils, by linear interpolation from table 9.5.1, is 3.9. This means that if a complete enumeration were conducted under identical circumstances the chances are 2 out of 3 that the value of the percentage of white pupils in secondary schools less than 20 years old would lie between 49.1 and 56.9 percent. The standard error for Negro pupils turns out to be 4.8 for whites in the same county as Negroes, 7.0.

Table 9.5.1.—Approximate standard errors of estimated national percentages of white pupils (W), Negro pupils (N), and whites in the same county as Negroes (W(N)) who attend secondary schools having a particular characteristic

[Range of 2 chances out of 3]

Estimated percentage	Race of pupil		
	W	N	W(N)
2 or 98	1.3	1.0	2.1
5 or 95	1.6	1.5	3.0
10 or 90	2.0	2.2	4.2
25 or 75	3.0	4.3	6.0
50	4.1	5.2	7.0

To determine whether the difference between the white and Negro percentages for the same characteristic is statistically significant at the 5 percent level the following procedure should be used. Determine the average of the two percentages by summing them and dividing by two. Enter table 9.5.2 with this value. Obtain the difference between the two percentages. If the difference between the two percentages is greater than twice the standard error shown in the body of the table under column (W–N) for the average percentage, then the difference between the percentages is statistically significant at the 5 percent level.

Illustration: Using the same data as above, the average percentage of white pupils and Negro pupils attending secondary schools less than 20 years old is (53+60)/2=56.5 percent. The approximate standard error for 56.5 percent from table 9.5.2, by linear interpolation in the column (W–N), is 5.2. Multiplying this value by 2 we obtain 10.4. The difference between the white and Negro percentages is 7. Since 7 is less than 10.4, the difference between the percentages is not significant at the 5 percent level.

A similar procedure is used to test the significance of the difference in percentages between whites in the same counties as Negroes and Negroes except that the column W(N)–N is used.

Table 9.5.2.—**Approximate standard errors of averages of estimated national percentages for use in determining significance of differences of percentages of white and Negro (W–N) secondary pupils and whites in the same county as Negroes and Negro (W(N)–N)**

[Range of 2 chances out of 3]

Average of percentages	(W–N)	W(N)–N
2 or 98	1. 5	0. 5
5 or 95	2. 0	1. 0
10 or 90	3. 0	1. 7
25 or 75	4. 3	3. 5
50	5. 5	5. 2

Approximate standard errors for specific characteristics of secondary schools attended by the average white pupil, the average Negro pupil and the average white pupil in the same county as Negroes are shown in table 9.5.3. In addition, the table also includes the standard errors for differences between school characteristics for the average white and Negro pupils, and for differences between school characteristics for the average white pupil in the same county as Negroes, and for the average Negro, W(N)–N.

Illustration: In table 2.21.4, the average number of white pupils per teacher is shown as 22 and the average number of Negro pupils per teacher as 26. The approximate standard error for the average white pupil as shown in table 9.5.3 for the school characteristic "Pupils/teacher" is 0.82 and for the average Negro pupil as 1.06. This is interpreted as meaning that in a complete census count the probability is 2 out of 3 that the value of the white pupil-teacher ratio in secondary schools would lie between 21.18 and 22.82 and that the Negro pupil-teacher ratio in secondary schools would lie between 24.94 and 27.06.

To determine whether there is a statistically significant difference between the white and Negro averages for pupil-teacher ratios, a difference of 4, the standard error shown in the W–N columns of table 9.5.3 for pupils/teachers is doubled. This value, 1.94 (0.97×2), is less than the difference of 4, indicating a statistically significant difference.

A rough approximation of the standard errors of regional estimates may be obtained by multiplying the national values obtained from tables 9.5.1, 9.5.2, and 9.5.3 by the appropriate regional factors found in table 9.5.4. For example, in table 2.21.4, the average number of white pupils per teacher in the nonmetropolitan South is shown to be 20. The approximate standard error for the average white pupil for this characteristic (pupil/teacher) as shown in table 9.5.3 is 82. Multiplying this value by the factor in table 9.5.4, we obtain (0.82×1.6=1.31), 1.31 as the approximate standard error for this statistic.

Estimation of sampling errors.—A "random group" method was used to estimate the variances. This method randomly distributes all the n observations of a characteristic x into t mutually exclusive and exhaustive groups, each containing (n/t) elements, under a sample design which is essentially the same as the overall design used in the survey. If the means of these groups are denoted by $\bar{x}_1, \bar{x}_2, \ldots, \bar{x}_j, \ldots, \bar{x}_t$, then,

$$\bar{x}=\sum_{j=1}^{t}\bar{x}_j/t.$$

The variance of $\bar{x}$ can be estimated by

$$\sigma^2_{\bar{x}}=\sum_{j=1}^{t}(\bar{x}_j-\bar{x})^2/t(t-1).$$

In order to provide enough cases in each random group to provide a reasonable stable estimate and to simplify the variance calculations, the number of regions for the metropolitan areas was reduced to five and the number for nonmetropolitan areas to three corresponding to the regions used in the tables and text of section 2. In the latter case, from a list of counties ordered by stratum within region, each responding county was assigned to one of ten groups in a systematic manner following a random start. For the former, responding metropolitan areas, chosen with a probability other than unity, were divided in a similar manner into four groups. The individual schools in the metropolitan areas that were selected with certainty were likewise assigned in a random manner to these four groups. The reduction in the number of regions probably results in a slight overstatement of the variance.

The variances for U.S. estimates were obtained by combining the variances for each of the regions with appropriate weights.

The approximate standard errors that are shown in tables 9.5.1 and 9.5.2 are based upon a generalization of the standard errors that were computed for several items from the secondary school principal's questionnaire. Investigation of the relationship of these values and characteristics led to the development of regression curves which were used to produce the tables of standard errors for this report.

Table 9.5.3.—Approximate standard error of national estimates of selected school characteristics for the average white pupil (W), Negro pupil (N), white pupil in same counties as Negroes (W(N)), and of national estimates of the difference between selected school characteristics of the average white and Negro pupils (W–N), and of the average white pupil in the same counties as Negroes and the average Negro pupil, W(N)–N

[Range of two chances out of three]

School characteristics	W	N	W(N)	W–N	W(N)–N
SM–1, Pupils/room	1. 28	2. 09	0. 98	1. 94	1. 74
SM–2, Pupils/teacher	. 82	1. 06	. 64	. 97	. 71
SM–3, Ratio of makeshift rooms	. 94	1. 30	. 88	1. 31	1. 38
SM–4, Specialized rooms and fields	1. 25	1. 40	2. 28	1. 62	2. 18
SM–5, Science laboratory facilities	1. 35	2. 36	1. 13	2. 72	2. 30
SM–6, Number of volumes in library (in 100's)	3. 03	2. 58	4. 24	3. 69	4. 10
SM–7, Library volumes/student	. 37	. 40	1. 85	. 48	. 55
SM–8, Special teachers (art, music)	1. 82	1. 60	1. 98	2. 01	1. 40
SM–9, Extracurricular activities	1. 37	. 71	. 89	1. 22	. 57
SM–10, Separate classes for special cases	1. 63	1. 45	3. 25	1. 49	2. 78
SM–11, Comprehensiveness of curriculum	1. 16	2. 36	2. 70	2. 52	. 93
SM–12, Problems in school	. 50	. 97	. 69	1. 01	. 79
SM–13, Number of specialized teachers and correctional personnel	1. 02	. 85	. 89	1. 24	. 99
SM–14, Transfers	. 32	. 37	. 45	. 51	. 62
SM–15, Dropouts, both sexes	. 32	1. 14	. 51	1. 03	1. 01
SM–16, Proportion of college representatives from Negro colleges	1. 30	22. 12	8. 28	19. 07	25. 65
SM–17, Testing: Number of types of tests given	1. 57	3. 32	2. 18	2. 81	2. 21
P–8, Number of days in school year	. 54	. 79	. 20	. 95	. 76
P–11, Number of rooms	. 87	1. 15	1. 31	1. 27	. 88
P–15, Percent receiving free milk	1. 40	1. 97	1. 72	2. 50	. 66
P–27, Number teachers leaving	. 93	. 56	. 66	1. 17	. 65
P–40, Enrollment	71. 28	51. 00	102. 08	54. 38	31. 69
P–42, Percent daily attendance	. 17	. 41	. 17	. 33	. 37
P–43, Percent white students	. 49	1. 83	6. 22	2. 01	5. 79
P–49, Percent graduates in college	1. 58	1. 16	2. 75	2. 62	1. 35
P–71, Principal's salary (in 100's)	1. 97	4. 59	4. 28	2. 57	1. 45
P–91, Number hours in homework	. 10	. 10	. 10	. 10	. 10

Table 9.5.4.—Factors for obtaining approximate standard errors of regional estimates from standard errors of national estimates

Region	Estimate				
	W	N	W(N)	W–N	W(N)–N
Nonmetropolitan North and West	2. 0	2. 7	2. 4	1. 85	1. 13
Nonmetropolitan South	1. 6	1. 5	1. 2	1. 32	1. 55
Metropolitan Southwest	4. 3	3. 1	3. 8	2. 56	3. 13
Metropolitan Northeast	2. 0	2. 6	1. 8	2. 30	2. 25
Metropolitan Midwest	1. 7	1. 9	1. 5	2. 26	2. 95
Metropolitan South	3. 5	2. 1	2. 2	3. 26	3. 01
Metropolitan Southwest	4. 8	3. 0	3. 5	2. 98	3. 69
Metropolitan West	4. 6	3. 3	2. 7	1. 37	1. 58

9.6 Response rate

Approximately 70 percent (818) of the principals of the 1,170 high schools that were selected in the sample returned usable questionnaires and 67 percent of the high schools (780) returned pupil questionnaires and tests. For only 59 percent (689 out of 1,170) of the schools were both principal and pupil questionnaires available. Serious errors were made in the administration and mailing of forms which prevented positive identification of many of the principals questionnaires and which made it impossible to prepare an accurate list of nonrespondents for followup. These difficulties account for most of the loss of principals' questionnaires for schools which did administer the survey instruments. One of the more serious consequences of this error was the loss of detailed information regarding the racial composition of the student body inasmuch as only the principal questionnaire (item P–43) requested the percentage of white students in the school whereas the students were asked to identify themselves in one of the six racial and ethnic groups used in the body of this report. Approximately 74 percent (2,377) of the 3,223 principals of elementary schools in the sample that had a sixth grade returned their questionnaires. Details of the response returns by areas and by percent nonwhite in the high schools are shown in tables 9.6.1, 9.6.2, 9.6.3 and 9.6.4.

The effect of the refusal of an individual to answer a questionnaire usually leads to biased estimates. In order to obtain some measure of the extent to which nonresponse was a source of bias in this survey, a subsample of 66 of the 352 secondary schools for which there was no principal's questionnaire was randomly selected and surveyed. Statisticians in the Office of Education who were familiar with the kinds of records kept in State departments of education selected a set of items from the principal's questionnaire which they were confident could be answered by all the State departments. The information for these items was obtained for each of the 66 schools from the State department files on these schools. Estimates of nationwide average high school characteristics for whites and nonwhites were then calculated by letting the subsample of 66 schools represent the group of 352 schools for which there was no information and combining them with the questionnaires of the 818 principals that had originally responded. These estimates, along with those used in this report which were generated from the sample of 689 schools that had both principal and student questionnaires, are shown in table 9.6.5.

It was found that 5 of the 16 items in the table showed a significant difference. Three of them showed that the data used in the report (689 schools) overstated the access of nonwhites to the item; these three items are: School accreditation; gymnasium; and principals having a master's degree. For two items of the five (use of national teacher examination, and agriculture curriculum) access of nonwhites to the item was understated by the report.

If one averages the percentages in table 9.6.5 over the 16 items, he finds that the 689 schools used in the report show an average availability for whites of 74.0 percent and for nonwhites of 72.4 percent. The corresponding averages using the more complete data are 75.4 and 73.1 percent.

Thus, the information derived from this followup examination of 66 schools indicates that the overall availability of school characteristics given in this report is understated by about 1 percentage point on the average and also that the difference between the availability to whites and nonwhites is understated by about 1 percentage point on the average.

Table 9.6.1.—Number of high schools in sample (M), number returning both principal and student questionnaires (m) and response rate (m/M) in sampled PSU's by region, urbanization, and percent nonwhite in high school

	Percent nonwhite in high school																	
	75.1–100.0			50.1–75.0			25.1–50.0			10.1–25.0			0–10.0			Total		
	M	m	m/M	M	m	m/M	M	m	m/M	M	m	m/M	M	m	m/M	M	m	m/M
United States	469	271	0. 58	25	15	0. 60	71	45	0. 63	89	59	0. 66	516	299	0. 58	1, 170	689	0. 59
Nonmetropolitan	373	210	. 56	6	3	. 50	37	23	. 62	51	36	. 71	354	190	. 54	821	462	. 56
North and West	24	18	. 75	5	2	. 40	29	17	. 59	30	22	. 73	96	61	. 64	184	120	. 65
South	293	60	. 55	0	0	. 00	1	1	1. 00	6	6	1. 00	212	110	. 52	512	277	. 54
Southwest	56	32	. 57	1	1	1. 00	7	5	. 71	15	8	. 53	46	19	. 41	125	65	. 52
Metropolitan	96	61	. 64	19	12	. 63	34	22	. 65	38	23	. 61	162	109	. 67	349	227	. 65
Northeast	8	6	. 75	8	5	. 63	19	14	. 74	12	7	. 58	50	42	. 84	97	74	. 76
Midwest	9	5	. 56	8	6	. 75	9	4	. 44	14	7	. 50	45	19	. 64	85	51	. 60
Southeast	54	34	. 67	0	0	. 00	0	0	. 00	1	1	1. 00	34	18	. 53	89	53	. 60
Southwest	20	13	. 65	1	0	. 00	2	1	. 50	3	2	. 67	16	9	. 56	42	25	. 60
West	5	3	. 60	2	1	. 50	4	3	. 75	8	6	. 75	17	11	. 65	36	24	. 67

Table 9.6.2.—Number of high schools in sample (M), number returning pr[illegible]al's questionnaire (m) and response rate (m/M) in sampled PSU's by region, urbanization, and percent nonwhite in high school

	Percent nonwhite in high school																	
	75.1–100.0			50.1–75.0			25.1–50.0			10.1–25.0			0–10.0			Total		
	M	m	m/M	M	m	m/M	M	m	m/M	M	m	m/M	M	m	m/M	M	m	m/M
United States	469	332	0. 71	25	18	0. 72	71	50	0. 70	89	64	0. 71	516	354	0. 69	1, 170	818	0. 70
Nonmetropolitan	373	254	. 68	6	4	. 83	37	24	. 65	51	36	. 69	354	227	. 64	821	545	. 67
North and West	24	18	. 75	5	3	. 60	29	18	. 62	30	21	. 70	96	63	. 66	184	123	. 67
South	293	194	. 66	0	0	. 00	1	1	1. 00	6	6	1. 00	212	140	. 66	512	341	. 67
Southwest	56	42	. 75	1	1	1. 00	7	5	. 71	15	9	. 60	46	24	. 52	125	81	. 65
Metropolitan	96	78	. 81	19	14	. 74	34	26	. 76	38	28	. 74	162	127	. 72	349	273	. 78
Northeast	8	8	1. 00	8	6	. 75	19	16	. 84	12	9	. 75	50	44	. 88	97	83	. 86
Midwest	9	7	. 78	8	6	. 75	9	6	. 67	14	9	. 64	45	34	. 76	85	62	. 73
Southeast	54	45	. 83	0	0	. 00	0	0	. 00	1	1	1. 00	34	23	. 68	89	69	. 78
Southwest	20	15	. 75	1	1	1. 00	2	1	. 50	3	2	. 67	16	11	. 69	42	30	. 71
West	5	3	. 60	2	1	. 50	4	3	. 75	8	7	. 88	17	15	. 88	36	29	. 80

Table 9.6.3.—Number of high schools in sample (M), number returning 12th grade student test and questionnaires (m), and response rate (m/M) in sampled PSU's by region, urbanization, and percent nonwhite in high school

	Percent nonwhite in high school																	
	75.1–100.0			50.1–75.0			25.1–50.0			10.0–25.0			0.0–10.0			Total		
	M	m	m/M	M	m	m/M	M	m	m/M	M	m	m/M	M	m	m/M	M	m	m/M
United States	469	305	0.65	25	17	0.68	71	52	0.73	89	69	0.77	516	337	0.65	1,170	780	0.67
Nonmetropolitan	373	239	.64	6	4	.67	37	28	.76	51	43	.84	354	223	.63	821	537	.65
North and South	24	21	.88	5	3	.60	29	22	.76	30	27	.90	96	78	.81	184	150	.82
South	293	177	.60	0	0	.00	1	1	1.00	6	6	1.00	212	118	.56	512	302	.59
Southwest	56	41	.73	1	1	1.00	7	5	.71	15	10	.67	46	27	.59	125	85	.68
Metropolitan	96	66	.69	19	13	.68	34	24	.71	38	26	.68	162	114	.70	349	243	.70
Northeast	8	7	.88	8	6	.75	19	15	.79	12	8	.67	50	44	.88	97	80	.82
Midwest	9	6	.67	8	6	.75	9	4	.44	14	6	.43	45	30	.67	85	52	.61
Southeast	54	35	.65	0	0	.00	0	0	.00	1	1	1.00	34	18	.53	89	54	.61
Southwest	20	15	.75	1	0	------	2	2	1.00	3	3	1.00	16	11	.69	42	31	.74
West	5	3	.60	2	1	.50	4	3	.75	8	8	1.00	17	11	.65	36	26	.72

Table 9.6.4.—Number of feeder schools with sixth grade (M), number returning student questionnaires and tests (m), and response (m/M) in sampled PSU's by region, urbanization, and percent nonwhite in high school

	Percent nonwhite in high school																	
	75.1–100.0			50.1–75.0			25.1–50.0			10.1–25.0			0.0–10.0			Total		
	M	m	m/M	M	m	m/M	M	m	m/M	M	m	m/M	M	m	m/M	M	m	m/M
United States	959	700	0.73	116	89	0.77	314	211	0.67	391	313	0.80	1,443	1,064	0.74	3,223	2,377	0.74
Nonmetropolitan	667	498	.75	18	5	.28	103	70	.68	184	143	.78	813	593	.73	1,785	1,309	.73
North and West	46	45	.98	17	4	.24	75	48	.64	129	99	.76	293	225	.77	560	421	.75
South	544	390	.72	0	0	.00	2	2	1.00	33	30	.91	424	298	.70	1,003	720	.72
Southwest	77	63	.82	1	1	1.00	26	20	.77	22	14	.64	96	70	.73	222	168	.76
Metropolitan	292	202	.69	98	84	.86	211	141	.67	207	170	.82	630	471	.75	1,438	1,068	.74
Northeast	29	22	.76	29	26	.90	121	89	.74	59	48	.81	192	174	.91	430	359	.83
Midwest	42	22	.52	59	50	.85	62	38	.61	64	52	.81	208	138	.66	435	300	.69
Southeast	170	118	.69	0	0	.00	0	0	.00	13	11	.85	105	65	.62	288	194	.67
Southwest	40	30	.75	1	0	.00	7	6	.86	7	7	1.00	35	19	.54	90	62	.69
West	11	10	.91	9	8	.89	21	8	.38	64	52	.81	90	75	.83	195	153	.78

Table 9.6.5.—Availability (expressed as a percent) of specified high school characteristics to white students (X_W) and to nonwhite students (X_{NW}) derived from (1) sample of 689 schools which had both principal and student instruments and, (2) sample of 818 schools which responded to principal questionnaire, and 66 schools representing the 352 nonrespondents

Item	Characteristic	Source	Total United States	
			X_W	X_{NW}
			(Percent)	(Percent)
P-6	School accreditation	(1)	75.6	71.0
		(2)	75.3	64.1
P-13a	Centralized school library	(1)	95.9	96.1
		(2)	97.8	96.2
P-13c	Auditorium	(1)	45.8	52.4
		(2)	44.7	53.2
P-13e	Gymnasium	(1)	73.7	68.8
		(2)	72.5	57.1
P-13j	Shop with power tools	(1)	95.9	90.7
		(2)	97.8	92.0
P-13k	Biology laboratory	(1)	93.7	92.8
		(2)	95.3	92.2
P-13l	Chemistry laboratory	(1)	98.1	96.6
		(2)	92.8	81.0
P-16	Provide free textbooks	(1)	61.8	71.2
		(2)	68.0	69.9
P-29	Use national teacher examinations	(1)	7.3	17.8
		(2)	9.0	35.6
P-60	Principal has master's degree	(1)	78.9	78.8
		(2)	83.6	68.2
P-78a	College preparatory curricula	(1)	96.0	90.6
		(2)	93.9	89.4
P-78b	Commercial curricula	(1)	92.2	79.3
		(2)	94.2	77.4
P-78c	General curricula	(1)	92.3	91.7
		(2)	94.8	93.0
P-78d	Vocational curricula	(1)	54.5	56.2
		(2)	56.7	65.4
P-78e	Agriculture curricula	(1)	28.4	22.2
		(2)	32.6	38.6

9.7 Reliability of questionnaire responses

This section presents the results of a brief study that was done to obtain some indication of measurement errors in the survey arising from erroneous reporting by the pupils to some of the questions about themselves, their schooling, and their homes and families. No scientific inferences can be made from this study as neither the school districts nor the students were selected as a probability sample. However, it is believed that the factors creating the measurement errors identified in this study are fairly widespread and are probably consistent in most areas of the United States.

Revised questionnaires were prepared for grades 3, 6, 9, and 12, using only those items from the questionnaires of the school survey tests that could be verified from school records or that were of a factual nature known to parents.

The questionnaires were administered by the classroom teachers to a total of 700 students in 2 school districts in Tennessee: 1 a medium-sized city district and the other a rural county district. The superintendents of the school districts were asked to select classes which would be representative of their respective districts. The number of participating pupils, categorized by various characteristics, are shown in table 9.7.1. The relatively small number of nonwhite children shown in the table is explained by the fact that in both districts nonwhite children were integrated into the classrooms so that there were no predominantly nonwhite schools or classrooms.

The followup was made by teachers who completed a second questionnaire for each child. Teachers reviewed school records to determine the answers that were available from these sources. To complete the form, teachers interviewed parents. Pupil and followup questionnaire forms were stapled together and name identification was removed so that parents and pupils could be assured of anonymity of their responses.

The standard response agreement used was to count as agreement all pairs (pupil/followup) of responses that were identical. The response of "I don't know" and the small number of pairs with blank responses were also counted as agreements. The results of these comparisons are shown in table 9.7.2 by the item number of the original questionnaire used in the Education Opportunities Survey and by grade level. This table also includes a summary by category of pupil.

A considerable number of disagreements occurred on items that required recall of information from 1 or more years in the past, or that required making a judgment about generally known information and selecting a specific one of the given responses. It is interesting to note that on the item referring to ability grouping in the 9th and 12th grade, the students considered themselves grouped while the schools denied the practice. Another high disagreement item in the 12th grade related to the type of community in which the student lived. The disagreements resulted from many of the urban pupils misclassifying their city as to population. An examination of the percentages of agreement of questions indicates that there is no consistent pattern of increase or decrease in response accuracy with respect to grades.

It should not be concluded that all the disagreements originated in the responses of the 700 pupils. Parents were asked to give estimates, such as books and magazines in the home. Some parents may have been less than frank when asked by a teacher interviewer about attendance at PTA meetings.

It may be concluded, bearing in mind the limitations of this study that were described above, that pupils responded to the questionnaire used for this survey with reasonable accuracy to factual items about themselves, their schooling, and their homes and families.

Table 9.7.1.—Numbers of participating pupils; by category

Pupil category	Grade				All grades
	3	6	9	12	
Male, urban, white	27	18	26	23	94
Female, urban, white	17	19	19	18	73
Male, urban, nonwhite	16	20	17	22	75
Female, urban, nonwhite	28	28	13	28	97
Male, rural, white	38	39	47	54	178
Female, rural, white	38	41	50	46	175
Male, rural, nonwhite	1	0	1	0	2
Female, rural, nonwhite	0	6	0	0	6
Total male	82	77	91	99	349
Total female	83	94	82	92	351
Total urban	88	85	75	91	339
Total rural	77	86	98	100	361
Total white	120	117	142	141	520
Total nonwhite	45	54	31	50	180
Total number of pupils	165	171	173	191	700

Table 9.7.2.—Percentage of response agreement; by grade and questionnaire item

Characteristic	Grade 3		Grade 6		Grade 9		Grade 12	
	Item number	Percent	Item number	Percent	Item number	Percent	Item number	Percent
Sex	1	99.4	1	99.5	3	99.4	3	99.5
Age	2	98.2	2	87.8	4	98.3	4	96.3
Race	3	97.6	4	99.5	7	94.8	7	99.5
Puerto Rican	4	98.2	5	99.5	--------	--------	--------	--------
Mexican American	5	98.2	6	100.0	8	98.8	8	100.0
Number of people in home	6	90.8	7	89.6	9	98.3	9	95.3
Number of children in family	7	91.5	8	87.2	10	91.9	10	96.3
Does mother work	10	98.9	15	91.8	23	97.8	23	96.9
Read to before going to school	11	91.5	18	60.3	30	81.5	30	77.5
Foreign language in home	12	97.0	16	97.1	13	97.8	13	99.5
Do you speak foreign language outside school	13	96.4	17	98.3	14	97.1	14	85.9
Number of rooms in house	14	82.4	--------	--------	15	95.9	15	92.7
Does family have:								
Television set	15	98.9	19	97.7	31	100.0	31	98.9
Telephone	16	100.0	20	92.4	32	98.8	32	100.0
Record player, etc	17	95.7	21	92.4	23	98.8	33	98.9
Refrigerator	18	98.2	22	99.5	34	99.4	34	100.0
Automobile	21	96.4	25	94.8	37	96.5	37	100.0
Vacuum cleaner	22	97.6	26	97.1	38	95.9	38	97.4
Daily newspaper	23	97.0	27	88.3	39	100.0	39	97.9
Dictionary	--------	--------	23	94.8	35	97.8	35	100.0
Encyclopedia	--------	--------	24	95.9	36	95.4	36	97.9
Different schools gone to	26	92.1	30	85.4	--------	--------	--------	--------
Nonwhite teacher last year	32	96.4	43	98.3	--------	--------	--------	--------
Go to kindergarten	34	94.5	45	91.8	44	95.4	45	98.9
Go to nursery school	35	97.6	46	97.7	45	98.3	46	97.9
Grade in last year	36	98.2	47	99.5	--------	--------	--------	--------
Where born	--------	--------	3	87.8	1	100.0	1	98.9
Father's education	--------	--------	11	79.0	19	86.7	19	84.3
Father's work	--------	--------	12	84.2	--------	--------	18	89.5
Where mother born	--------	--------	13	89.6	2	97.1	2	97.4
Mother's education	--------	--------	14	77.8	20	89.6	20	85.9
White students in class last year	--------	--------	31	82.5	--------	--------	--------	--------
Time on homework	--------	--------	32	64.4	--------	--------	--------	--------
Area spent most of life	--------	--------	--------	--------	5	96.5	5	97.9
Type of community	--------	--------	--------	--------	6	84.4	6	66.5
How many older brothers and sisters	--------	--------	--------	--------	11	95.4	11	95.8
Droupouts	--------	--------	--------	--------	12	95.9	12	94.2
Grade average	--------	--------	--------	--------	85	93.6	88	84.3
Type of school attended in 8th grade	--------	--------	--------	--------	107	99.4	116	99.5
Type of community mother lived in at pupil's age	--------	--------	--------	--------	21	90.7	21	78.5
Parent attendance at PTA meetings	--------	--------	--------	--------	19	84.4	19	86.4
Number of magazines gotten regularly	--------	--------	--------	--------	41	81.0	41	86.4
Number of books in home	--------	--------	--------	--------	42	82.1	42	84.8
Curriculum enrolled in	--------	--------	--------	--------	46	84.4	47	77.0
Last time changed school	--------	--------	--------	--------	47	88.4	48	75.9
Days absent	--------	--------	--------	--------	59	80.3	62	77.5
Ability group or track	--------	--------	--------	--------	83	69.4	86	63.9
Repeating English course	--------	--------	--------	--------	84	99.4	87	96.9
Summary:								
Total	--------	95.9	--------	90.7	--------	93.4	--------	91.3
White	--------	95.7	--------	90.8	--------	95.4	--------	92.5
Nonwhite	--------	96.6	--------	90.3	--------	84.3	--------	88.2
Urban	--------	94.8	--------	89.9	--------	81.4	--------	90.0
Rural	--------	97.2	--------	91.9	--------	95.0	--------	92.6
Male	--------	95.7	--------	91.4	--------	93.5	--------	91.4
Female	--------	96.2	--------	90.1	--------	93.5	--------	91.3

9.8 Technical details for the regression analysis

In addition to the data-processing procedures discussed in earlier appendixes, the regression analysis necessitated further preparation of the data. The steps required for the regression analysis are listed below.

1. The variables used in the regression analysis originated in four source documents, which were first filed on four separate tape files at each grade level.

   (a) Student variables, including test scores and all information from student questionnaires. The file consisted of one record per student.

   (b) Teacher variables, which were responses to all items in the teachers' questionnaire, and the score on verbal skills test. The file consisted of one record per teacher.

   (c) Principal variables, which were responses to all items on principals' questionnaire. Item responses were transformed where possible from categorical responses to a numerical response, and certain special measures were created (see app. 9.42) through use of responses to more than one item (such as library volumes per student). The file consisted of one record per school.

   (d) Superintendent variables, which were responses to all items on superintendents' questionnaire. The file consisted of one record per school system.

2. The first steps toward creation of records for the regression analysis were:

   (a) For each grade, aggregation of student variables over the school (for the grade in question) to obtain aggregate student variables that were termed student environment variables. This resulted in a file with one record per school.

   (b) Transferring from the superintendents' record to the record of each principal in his district those items to be used in the regression analysis. In the report only one such item appears: per-pupil instructional expenditure.

   (c) Aggregation of teachers' variables to create averages for all teachers in the school who taught at particular grades. For 12th grade: teachers in grades 9, 10, 11, 12. For 9th grade: teachers in grades 7, 8, 9, 10, 11, 12. For grades 6, 3, 1: teachers in grades 1, 2, 3, 4, 5, 6. The file thus created consisted of one record per school.

3. The second steps consisted of sampling at each grade of 1,000 student records in each of 20 strata (8 regional strata for Negroes and whites, and 1 stratum for each of the other minorities), and creating at each grade 20 new files of 1,000 records each, with a record representing each student. Each record in this new file included the student record, the teacher-aggregate record for his school, the principal-superintendent record for his school, and the student environment record for his school. The sampling was carried out by interval sampling, and each student's probability of being sampled was, within his stratum, proportional to the number of students he represented in the population; that is, the sample was drawn from the weighted student files. Each student's weight was calculated as indicated in equation (1) in section 9.4, with a slight modification. All schools achieved in all counties or SMSA's a given stratumi (defined in sec. 9.4) represent all schools in that stratum, rather than only the schools in the same county. The effect of this was to reduce the variation in weights. The equation used was

$$Wik=\frac{N_i}{\underset{j}{\Sigma} N_{ij}}\cdot\frac{\underset{j}{\Sigma r_{ijk}}}{\underset{j}{\Sigma}\Sigma r_{ijkl}},$$

using the notation of section 9.4. The regional strata for which weights were calculated were the collapsed set of 8, not the original set of 14. If any weights within a stratum ranged beyond a ration of 15:1, smoothing was carried out by pooling over substrata to reduce the range to 15:1, except in the case of region 7, where this would have overweighted metropolitan areas in Hawaii, relative to the remaining West.

4. The third step consisted of creating a new record consisting of 103 variables to be used in the regression analysis, constructed from variables in records created in (3) above. The construction of these variables is described under (6) below. This gave a final working tape for each grade, consisting of 20 files, each with 1,000 records representing individual students. This tape became the imput tape for correlation runs.

5. Correlation matrices were created for each of the 20 files. Missing data was treated as

follows: correlations were calculated by use of each case for which both variables in the correlation were present. Thus, a case with a missing observation was deleted only for those correlations in which this variable was involved. Covariances were adjusted to the total sample size. Correlation matrices were constructed for combined regions (e.g., Negro North, Negro South, white North, white South), by adding covariances matrices after weighting by the total size of the population represented by each regional stratum. A number of correlation matrices were calculated using subsets of the 103 variables (in subsets of 60, which was the size limit of the correlation matrix) in exploratory analysis. In the final analysis, 60 variables that appeared from the exploratory analysis to be most important were selected and used for all grades (though at lower grades, some variables were nonexistent, reducing the total at those grades). These correlation matrices for all groups used in the analysis will be included in a separate appendix to this report.

6. The variables used in the regression analysis consist, in some cases, of indexes constructed of several items. In construction of these indexes, each item was standardized to a mean of zero and equal standard deviation. Nonresponse on an item was counted as zero, equivalent to giving nonresponses a population mean in constructing the index. Equal standard deviations meant that each item was weighted equally.

One hundred three variables were constructed at each grade level (though with some variables missing at lower levels). In the computer printouts appended, these are labeled as—

dependent (10 test scores)
student (15 student questionnaire variables)
teacher (20 teacher-aggregate variables)
principal plus superintendent (31 principal and superintendent questionnaire variables)
school environment (21 student-aggregate variables)

The construction of variables from questionnaire items is given below. The item numbers from the questionnaire at each grade level are listed below or beside the variable name. In one case an item was given double weight in a variable. Where this is the case, the item number appears twice.

Variable number	Dependent	Student	Variable name	Grade (O=missing)				
				12	9	6	3	1
1	1	--------	Nonverbal score	X	X	X	X	X
2	2	--------	General information test 1	X	X	O	O	O
3	3	--------	General information test 2	X	X	O	O	O
4	4	--------	General information test 3	X	X	O	O	O
5	5	--------	General information test 4	X	X	O	O	O
6	6	--------	General information test 5	X	X	O	O	O
7	7	--------	General information total	X	X	O	O	O
8	8	--------	Verbal score	X	X	X	X	X
9	9	--------	Reading comparability	X	X	X	X	O
10	10	--------	Mathematical achievement	X	X	X	X	O
11	--------	1	Reading material in home (12, 9:q.35, 36, 39, 41, 42)(6:q.23, 24, 27) (3:q.19, 20, 23)(1:q.22, 23, 26)	X	X	X	X	X
12	--------	2	Items in home (12, 9:q.31, 32, 33, 34, 37, 38) (6:q.19, 20, 21, 22, 25, 26) (3:q.15, 16, 17, 18, 21, 22) (1:q.18, 19, 20, 21, 24, 25)	X	X	X	X	X
13	--------	3	Parents' education (12, 9:q.19, 20)(6,1:q.11, 14)	X	X	X	O	X
14	--------	4	Siblings (positive=few) (12, 9:q.10)(6, 1:q.8)(3:q.7)	X	X	X	X	X
15	--------	5	Parents' Educational Desires (12, 9:q.27, 28, 29, 24, 25)(6:q.41, 42)(3:30, 31)	X	X	X	X	O
16	--------	6	Parents' interest (12, 9:q.26, 30)(6:q.18, 54)(3:q.11)	X	X	X	X	O

Variable number	Dependent	Student	Variable name	Grade (O=missing)				
				12	9	6	3	1
17	--------	7	Structural integrity of home (12, 9:q.16, 17)(6, 1:q.9, 10)(3:q.8, 9)	X	X	X	X	X
18	--------	8	Changing schools (12:q.47, 48)(9:q.46, 47)(6:q.30)(3:q.26)	X	X	X	X	O
19	--------	9	Foreign language in home (12, 9:q.13, 14)(6, 1:q.16, 17)(3:q.12, 13)	X	X	X	X	X
20	--------	10	Urbanism of Background (12, 9) or migration (6, 1) (12, 9:q.6, 6, 21)(6, 1:q.3, 13)	X	X	X	O	X
21	--------	11	Control of environment (12:q.102, 103, 110)(9:q.93, 94, 103)(6:q.38)	X	X	X	O	O
22	--------	12	Self concept (12:q.91, 108, 109)(9:q.88, 99, 100)(6:q.37, 40)(3:q.29)	X	X	X	X	O
23	--------	13	Interest in school and reading (12:q.57, 59, 60, 63)(9:q.54, 56, 57, 60)(6:q.28, 36, 51)(3:q.24)	X	X	X	X	O
24	--------	14	Homework (12, 9, 6), Headstart (1) (12:q.61)(9:q.58)(6:q.32)(1:q.29)	X	X	X	O	X
25	--------	15	Preschool (12, 6:q.45, 46)(9:q.44, 45)(3:q.34, 35)(1:q.27, 28)	X	X	X	X	X

Variable number	School environment	Variable name	Grade (O=missing)				
			12	9	6	3	1
26	1	Number of X grade students	X	X	X	X	X
27	2	Nonverbal mean score	X	X	X	O	O
28	3	Verbal mean score	X	X	X	O	O
29	4	Proportion Negro in grade	X	X	X	X	O
30	5	Proportion white in grade	X	X	X	X	O
31	6	Proportion Mexican-American in grade	X	X	X	X	O
32	7	Proportion Puerto Rican in grade	X	X	X	X	O
33	8	Proportion Indian in grade	X	X	X	X	O
34	9	Proportion Oriental in grade	X	X	X	X	O
35	10	Proportion Other in grade	X	X	X	X	O
36	11	Average white in class last year	X	X	X	O	O
37	12	Average white through school	X	X	O	O	O
38	13	Proportion Definite plans for college	X	X	O	O	O
39	14	Proportion Mother attends college	X	X	X	O	X
40	15	Proportion Mother wishes excellence	X	X	X	X	O
41	16	Proportion Own encyclopedia	X	X	X	X	X
42	17	Proportion College prep curriculum	X	X	O	O	O
43	18	Proportion Read over 16 books	X	X	O	O	O
44	19	Proportion Member debate club	X	X	O	O	O
45	20	Average number science courses	X	X	O	O	O
46	21	Average number language courses	X	X	O	O	O
47	22	Average number mathematics courses	X	X	O	O	O
48	23	Average time with counselor	X	X	O	O	O
49	24	Proportion Teachers expect to be best	X	X	O	O	O
50	25	Proportion No chance for successful life	X	X	X	O	O
51	26	Proportion Want to be best in class	X	X	O	O	O
52	27	Average hours homework	X	X	X	O	O

Variable number	Teacher (average)	Variable name
53	1	Perception of student quality (q. 33, 34, 47).
54	2	Perception of school quality (q. 38, 44, 47).
55	3	Teachers SES level (q. 10).
56	4	Experience (q. 25).
57	5	Localism (q. 3, 7, 15, 25/26).
58	6	Quality of college attended (q. 23).
59	7	Degree received (q. 11).
60	8	Professionalism (q. 48, 50).
61	9	Attitude toward integration (q. 46a, 46b, 46d, 46f).
62	10	Preference for middle class students (q. 39, 40, 43).
63	11	Preference for white students (q. 42).
64	12	Verbal score.
65	13	Variation in proportion of white students taught (q. 45, std. dev.).
66	14	Sex: Proportion male (q. 1).
67	15	Race: Proportion white (q. 5).
68	16	Type of certification (proportion without, q. 28).
69	17	Average salary (q. 32).
70	18	Number of absences (q. 27).
71	19	Attended institute for disadvantaged (q. 31).
72	20	Attended NSF institute (q. 30).

Variable number	Principal plus superintendent	Variable name
73	1	Pupils per teacher (special measure).
74	2	Proportion makeshift rooms (special measure).
75	3	Number of specialized rooms (special measure).
76	4	Science lab facilities (special measure) (usable only at 12, 9).
77	5	Volumes per student (special measure)
78	6	Extracurricular activities (special measure) (usable only at 12, 9).
79	7	Separate classes for special students (special measure).
80	8	Comprehensiveness of curriculum (special measure) (usable only at 12, 9).
81	9	Correctional and service personnel (special measure).
82	10	Student transfers (special measure).
83	11	Number of types of testing (special measure).
84	12	Movement between tracks (special measure) (usable only at 12, 9).
85	13	Accreditation index (q. 5, 6).
86	14	Days in session (q. 8).
87	15	Age of texts (q. 61).
88	16	Part-day attendance (q. 21).
89	17	Teacher turnover (q. 27).
90	18	Guidance counselors (q. 35) (usable only at 12, 9).
91	19	Attendance (q. 42).
92	20	College attendance (q. 49) (usable only at 12, 9).
93	21	Teachers college for principal (q. 55).
94	22	Salary (q. 71).
95	23	School location (q. 72) (urban high, rural low).
96	24	Length of academic day (q. 76).
97	25	Tracking (q. 81) (usable only at 12, 9).
98	26	Accelerated curriculum (q. 86) (high=absence of accelerated course).
99	27	Promotion of slow learners (q. 89).
100	28	Attitude toward integration (q. 95, 96).
101	29	Per pupil instructional expenditure (supt. quest.).
102	30	School board elected (supt. quest.).
103	31	Teachers' examinations (q. 28).

7. A special regression was run using combinations of above variables to arrive at a few variables representing different types of influences on achievement, these combinations are given below. An R after variable number means its directionality is reversed.

	Variables used in grade				
	12	9	6	3	1
1. Verbal score	----------	----------	----------	----------	----------
2. Family economic level	12, 14, 17, 20	12, 14, 17, 20	12, 14, 17, 20	12, 14, 17, 20	12, 14, 17, 20
3. Family education level	11, 13, 15, 16	11, 13, 15, 16	11, 13, 15, 16	11, 15, 16	11, 13, 15, 16
4. Student attitudes	21, 22, 23, 24	12, 22, 23, 24	21, 22, 23 24	22, 23	0
5. School facilities	73, 75, 77, 87R 87R, 101, 76, 48	73, 75, 77, 87R 88R, 101, 76, 48	73, 75, 77, 87R 87R, 101	73, 75, 77, 87R, 88R, 101	73, 75, 77, 87R, 88R, 101
6. School curriculum	78, 79, 80, 98R	78, 79, 80, 98R	78, 79, 98R	78, 79, 98R	78, 79, 98R
7. Teacher quality	58, 59, 64, 68, 71, 72	58, 59, 64, 68, 71, 72	58, 59, 64, 68, 71, 72	58, 59, 64, 68, 71, 72	58, 59, 64, 68, 71, 72
8. Teacher attitudes	61, 62R, 63	61, 62R, 63	61, 62R, 63	61, 62R, 65	61, 62R, 63
9. Student body educational level	27, 28, 41, 42, 46, 39	27, 28, 41, 42, 46, 39	27, 28, 41, 42, 39	41	41, 39

8. Correlation matrices for the major regressions used in the analysis of section 3.2 are appended (bound separately). These correlation matrices contain from 45 (at grade 1) to 60 (at grade 12) of the 103 variables described above.

9.9 Survey instruments

As can be seen from table 9.9.1, the test battery in grade 1 consisted of the picture vocabulary test, which was used as a measure of verbal ability, and the association and classification tests as the nonverbal ability measures. In grade 3 the picture vocabulary test was again used as the verbal ability measure and classification and analogies were the nonverbal measures. Similar nonverbal measures were used also in grades 6, 9, 12, and 13. Grade 3 students were also given the reading and mathematics tests. Similar tests were used also in the higher grades of 6, 9, 12, and 13. Grade 6 used a similar battery as grade 3, with the exception that the sentence completion and synonym tests were used in place of the picture vocabulary test. These types of tests were continually used in grades 9, 12, and 13. In grade 9, however, the general information test was added and used also in grades 12, and 13. Grade 13, college freshmen, received the identical battery as the 12th grade. Grade 16, college seniors used a form of the National Teachers Examinations. The parts selected were similar to those used in the above batteries.

Thus, the interlock of test scores are between grades 3, 6, 9, 12, and 13, all of which use the same type of reading and mathematics tests developed from the ETS Sequential Tests of Educational Progress series. The nonverbal tests derived from the Inter-American Tests of General Ability were used in grades 1, 3, 6, 9, 12, and 13. The ETS School and College Ability Test series were the source of the verbal measures used in grades 6, 9, 12, and 13.

Table 9.9.1.—Sources of student tests in educational opportunities survey; by grades

	Test	Source
Grade 1	Picture Vocabulary	Inter-American Tests of General Ability.
	Association	
	Classification	
Grade 3	Picture Vocabulary	Inter-American Tests of General Ability.
	Classification	
	Analogies	
	Reading	ETS Sequential Tests of Educational Progress series.
	Mathematics	
Grade 6	Sentence Completion	ETS School and College Ability Test series.
	Synonyms	
	Classification	Inter-American Tests.
	Analogies	
	Reading	ETS Sequential Tests of Educational Progress series.
	Mathematics	
Grades 9, 12, 13	Sentence Completion	ETS School and College Ability Test series.
	Synonyms	
	Classification	Inter-American Tests.
	Analogies	
	Reading	ETS Sequential Tests of Educational Progress series.
	Mathematics	
	General Information	Assembled from ETS test item files.
Grade 16	Professional Information	Reprint of National Teacher Examinations, Common Examinations.
	English	
	Social Studies, Literature, Fine Arts	
	Science, Mathematics	
	Nonverbal Reasoning	

All these tests used were parts of previously published tests with the exception of the General Information tests for grades 9, 12, and 13. The General Information tests were assembled from items in ETS files that had been used in similar tests. This test consisted of items in each of four areas: Natural science, social science, mechanical and practical arts, humanities and art. Half of the items in the mechanical and practical arts section were oriented to students of the male sex and the other half were oriented to the females.

Since most of the tests are in current use, they are not reproduced here but a full description of them including illustrative items is included in this section.

Questionnaire development.—Pretests of the student questionnaires (not including the test battery) were conducted at grades 3, 6, 9, and 12. The 1st-grade questionnaire was not formally pretested with children, as it was to be individually administered by teachers. Pretesting was done during the summer months with only a limited number of pupils primarily to assess clarity of the items. Cooperation was offered by a Catholic school system (predominately white), a Negro church, a predominately Negro neighborhood center, a summer school in a public high school, a group of children in a lower middle-class neighborhood, and a university enrichment program for boys. Approximately equal numbers of white and Negro children participated in the pretests. Efforts were made to get groups of children of middle to lower abilities, and in lower socioeconomic circumstances. Somewhat more boys than girls participated as a result mainly of the forty 12th-grade boys in the university enrichment program.

Pretests were administered children grouped by grade. Questions by the children about the items were answered as they arose and were noted. Although no names were required on the questionnaires, many of the older students—both white and Negro—were interviewed briefly regarding their reaction to items about which objections had been anticipated.

Teacher and principal draft questionnaires were distributed to graduate summer school students with request for comments.

School superintendents on the ETS Advisory Panel were sent copies of all draft questionnaires with request for comments.

The approximate number of each questionnaire pretested was:

Grade 3, 58
Grade 6, 35
Grade 9, 48
Grade 12, 67

Teacher, 22+
Principal, 17+
Superintendent, 11+

Details of comments and questions which resulted from this pretesting were summarized and used in preparing the final versions of the questionnaires.

Copies of the questionnaires are provided at the end of this appendix.

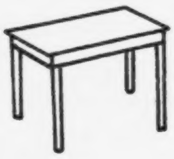
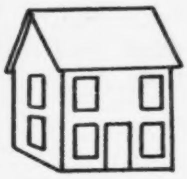
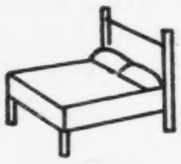
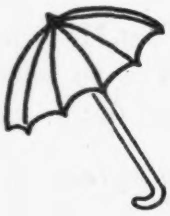
Description and sample questions of the school survey tests

The School Survey Tests employed in the Educational Opportunities Survey were taken from published tests, some of which are in current use in the schools. Some tests were reduced in length to decrease the time required for administration: other tests were taken as complete units from the published tests. Thus, the School Survey Tests are not new and untried tests, but are tests which have gained substantial use in the schools.

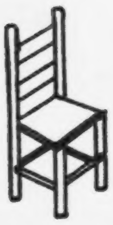
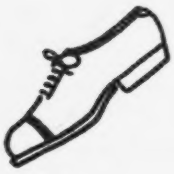
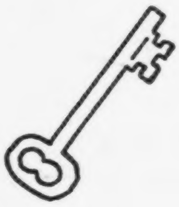
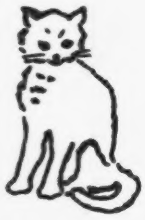
The tests for the first grade were derived from the Inter-American Tests of General Ability, published by Guidance Testing Associates of Austin, Tex. The verbal comprehension test of 25 questions requires the child to select 1 of 4 pictures to correspond to a stimulus word spoken by the test administrator. This test is not timed, but is paced by the administrator.

Examples of Part I:

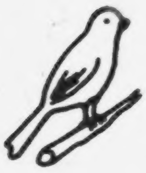
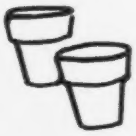
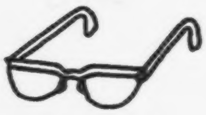
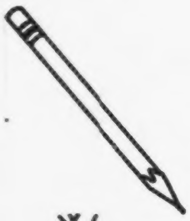
Stimulus word: Table

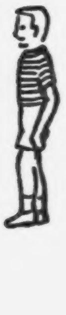
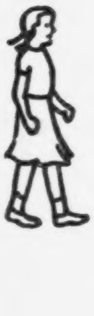
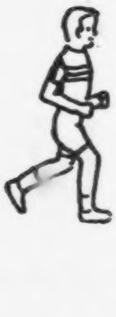
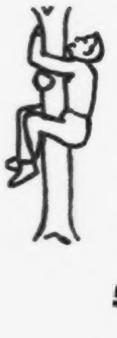
Stimulus word: Key

Stimulus word: Glasses

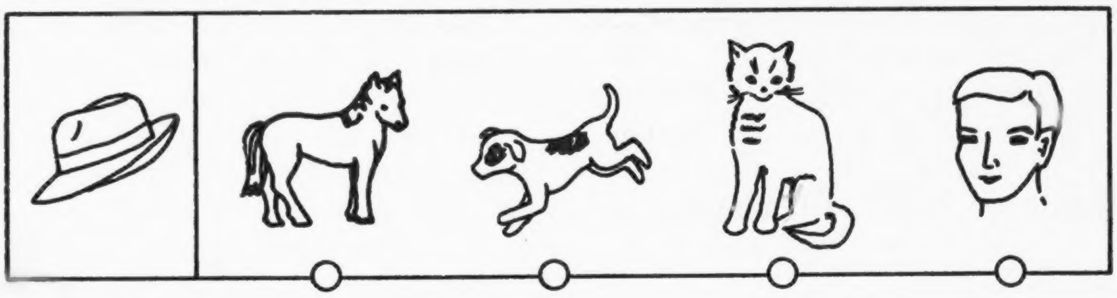





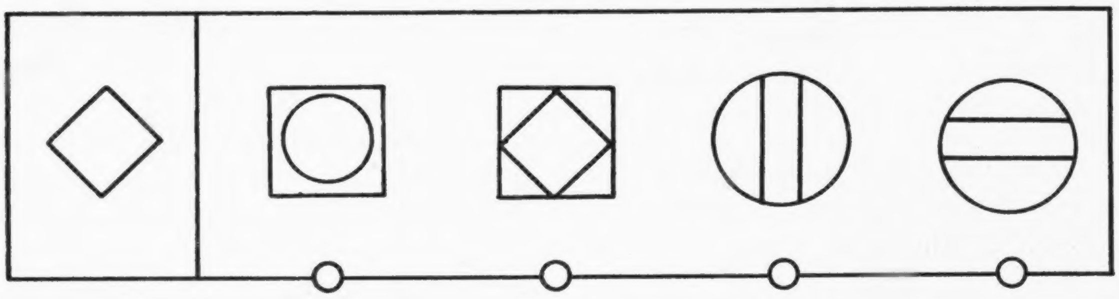
Stimulus word: Running

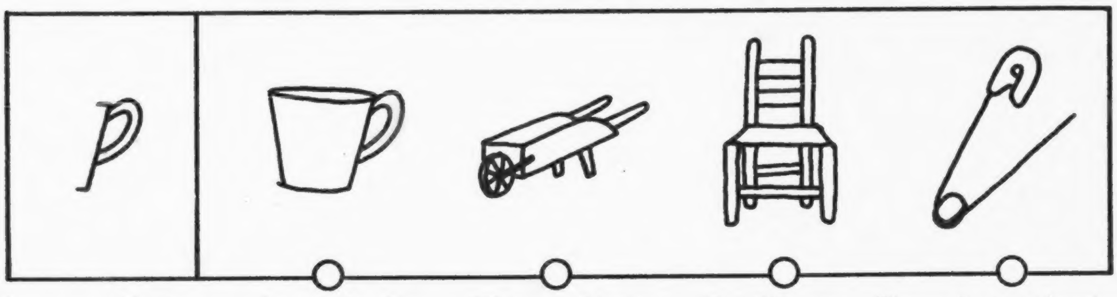





Part II of the test is a nonverbal classification test of 25 questions. Each question presents a stimulus picture and four response pictures. The task is to select the one of the responses that "goes with the first picture." Four minutes are allowed, following practice questions.

Examples:

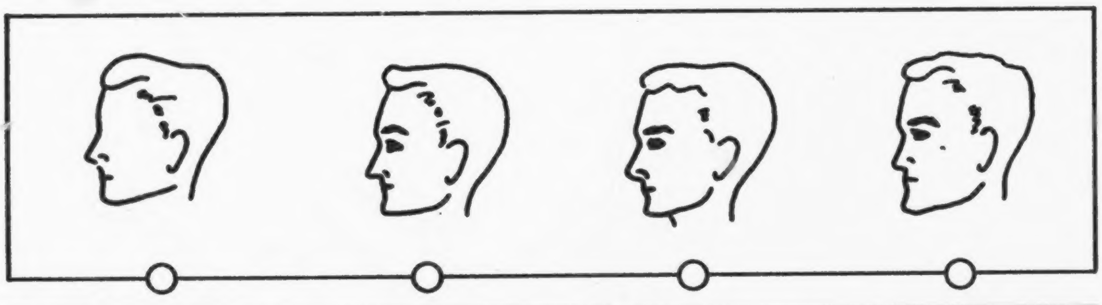


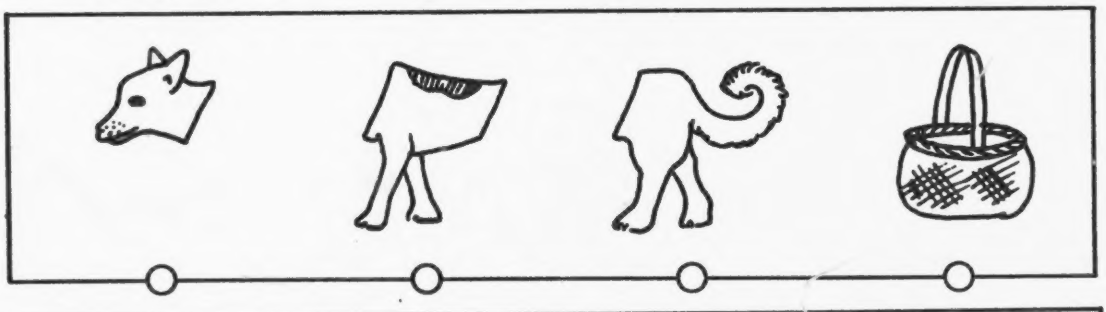


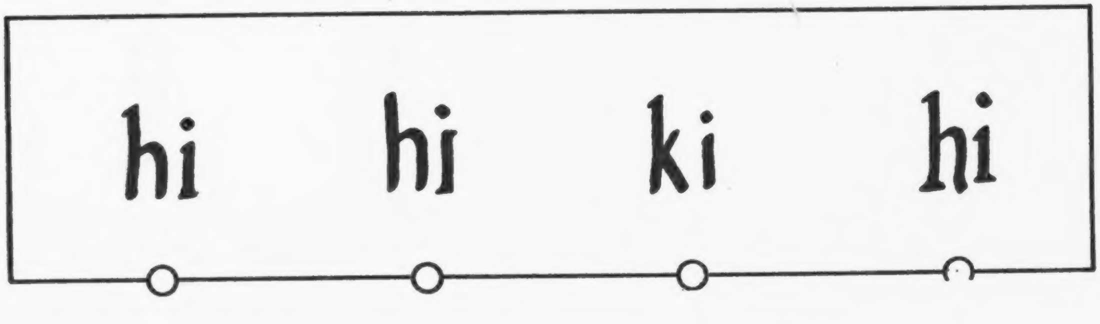


Part III is a nonverbal test of association. The task is to select one of four pictured items that "does not go with" or "is not like" the other three items. Pupils are allowed 4 minutes for 20 test questions.

Examples:





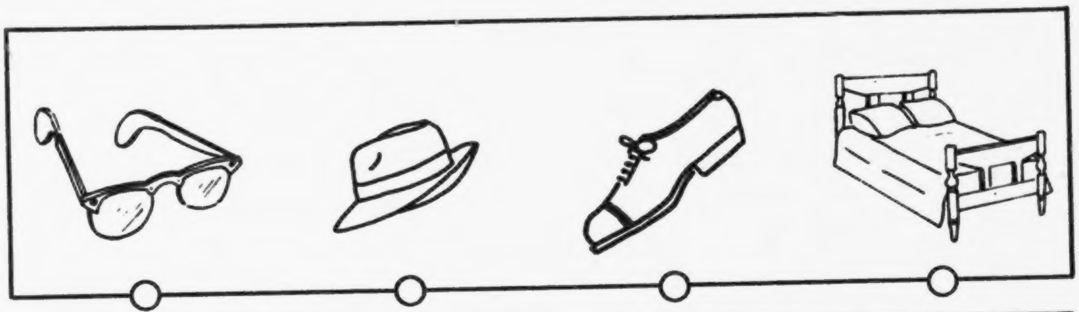


Grade 3

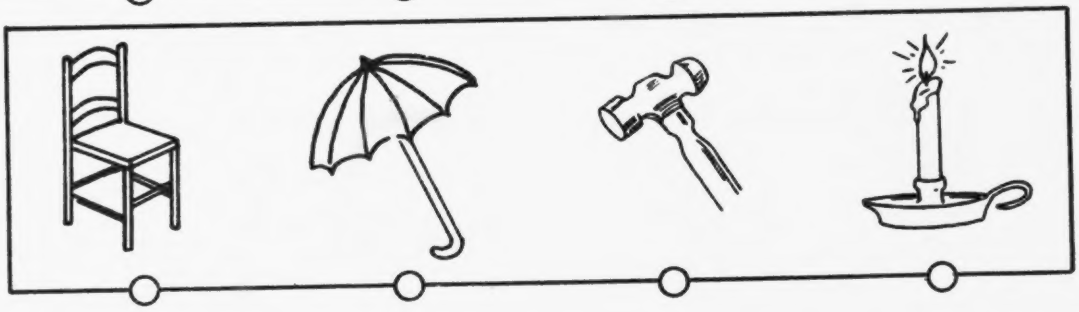
Part I of the grade 3 test is a verbal comprehension, picture vocabulary test, adapted from the Inter-American Tests of General Ability, similar to the corresponding 1st-grade test. There are 25 questions.

Examples:

Stimulus:
Hat

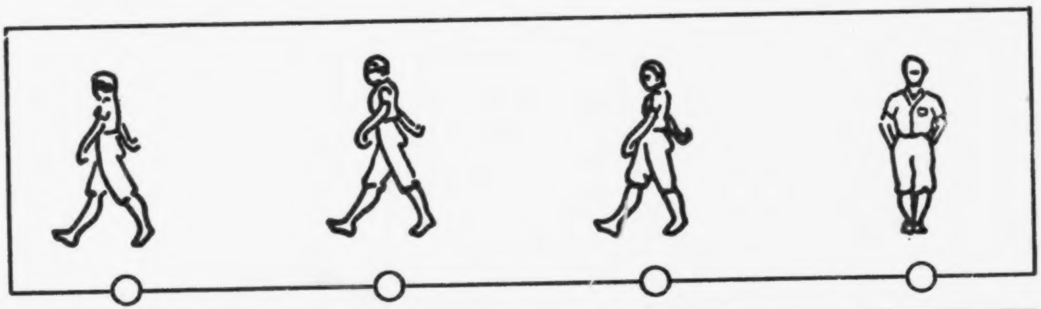


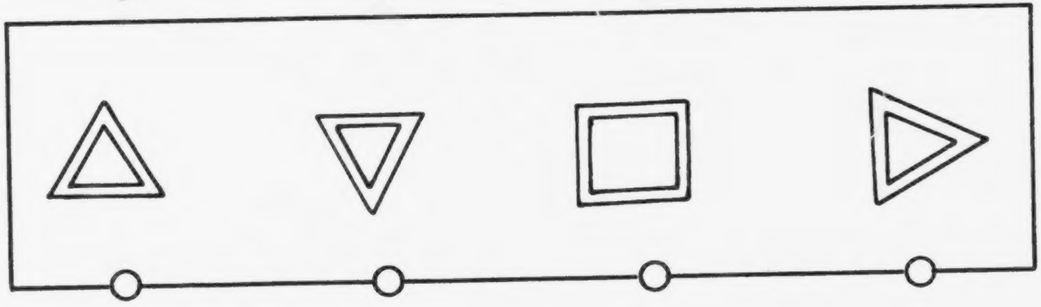
Stimulus:
Candle



Part II is a nonverbal classification test, with the task being to select the one of four pictured items that "does not go with" the other three. Five minutes are allowed to answer 20 questions.

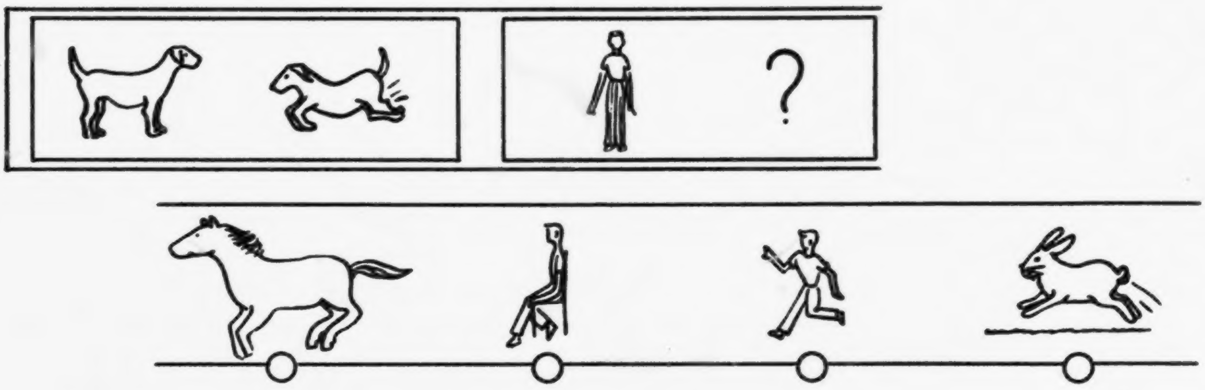
Examples:

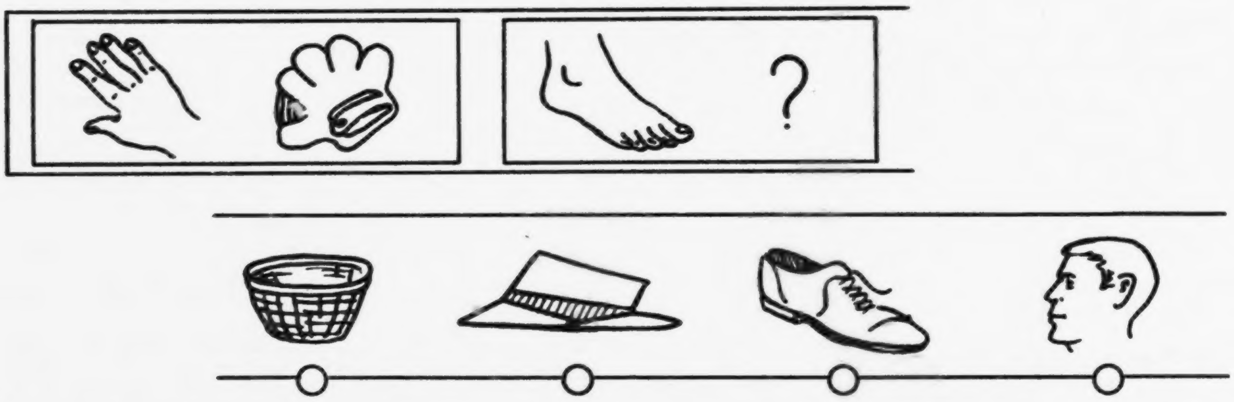




Part III presents analogies in nonverbal terms. Two items with a relationship are given. The same relationship is to be established between a third given item and the choice of one of four alternate responses. Symbolically, the task is to determine "?" from the presentation of A:B=C:? 1 2 3 4 5. Four minutes are given to answer 12 questions.

Examples:

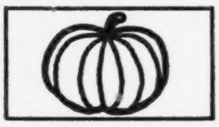


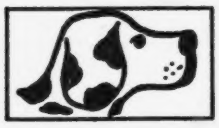


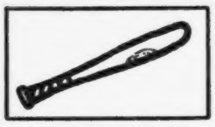
Part IV is the questionnaire. Part V is a reading comprehension test derived from the Cooperative Test Division (CTD) Primary Tests. The tasks include identifying illustrative or associated instances, extracting elements, interpreting ideas, and drawing inferences from reading passages. The 37 questions are not timed.

Examples:

pet







Here is a story John wrote:

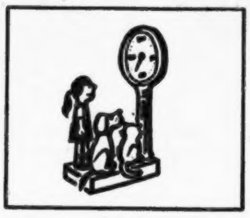
The Mayor is like Father. But Father just has to look after us. The Mayor has to look after our whole town. Father will be Father for a very long time. The Mayor will be Mayor for just two years.

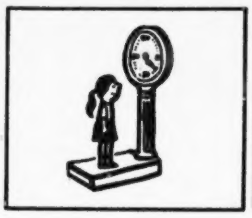
41	Why is the Mayor's job hard?	He has to look after the whole town.	He has to work for two years.	He is like Father.
42	Does the Mayor like his job?	Yes	No	The story does not tell.
43	What do you know about John?	He is the Mayor's son.	He has a very large family.	He and the Mayor live in the same town.

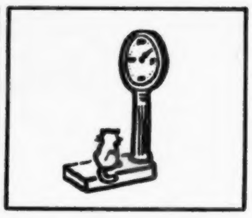
Part VI is a mathematics test, with questions drawn from the CTD Primary Tests. Rather than the memory of facts for computation, the child's grasp of major concepts of mathematics are tested.

Examples:

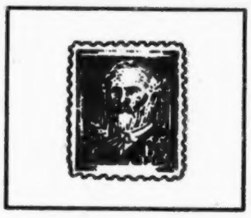
The teacher says: Sue said that the dog weighs more than the cat. The dog weighs twenty pounds. What else do we need to know to find out if Sue is right?

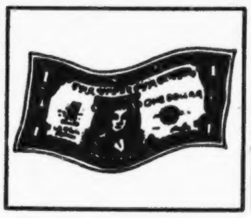


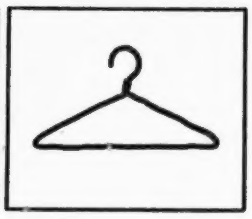




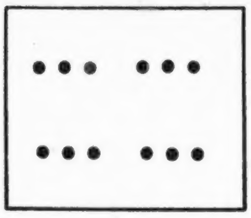
The teacher says: Which of these is about six inches long?

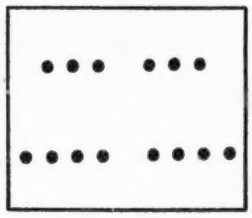


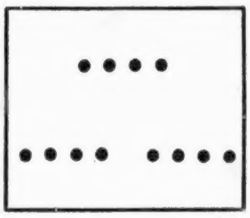




The teacher says: Which shows four groups of three?







Grades 6–13

The tests for grades 6, 9, 12, and 13 are identical in arrangement, except that there is no general information test for the sixth grade. The same tests were used for grades 12 and 13.

Part I is a verbal comprehension test with sentence completion questions. Each question consists of a sentence from which one word is missing; a blank indicates where the word has been removed from the sentence. The task is to select one of five given words to best fit in with the meaning of the sentence. These tests were taken from the School and College Ability Tests (SCAT) for the appropriate grade levels. Fifteen minutes are allowed to answer 25 questions in the sixth grade, and 30 questions for the higher grades.

Examples:

We had worked hard all day so that by evening we were quite --------.

(A) small
(B) tired
(C) old
(D) untrained
(E) intelligent

High yields of food crops per acre accelerate the -------- of soil nutrients.

(A) depletion
(B) erosion
(C) cultivation
(D) fertilization
(E) conservation

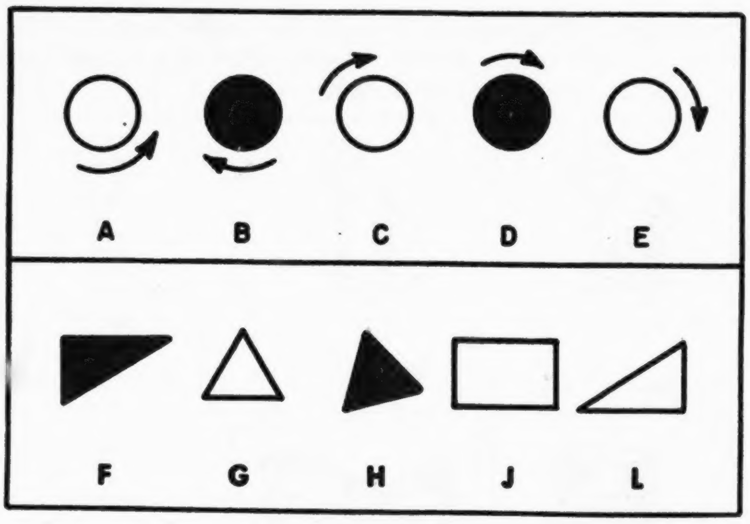
Part II tests verbal comprehension with synonyms. A given word is followed by five words or phrases, from which the pupil is to select the one whose meaning is closest to the first word. These tests are from the SCAT series. Ten minutes are allowed to answer 25 questions for grade 6, and 30 questions for the higher grades.

Examples:

Necessitate	Chilly
(A) make essential	(A) tired
(B) continue indefinitely	(B) nice
(C) vibrate	(C) dry
(D) compete	(D) cold
(E) barely survive	(E) sunny

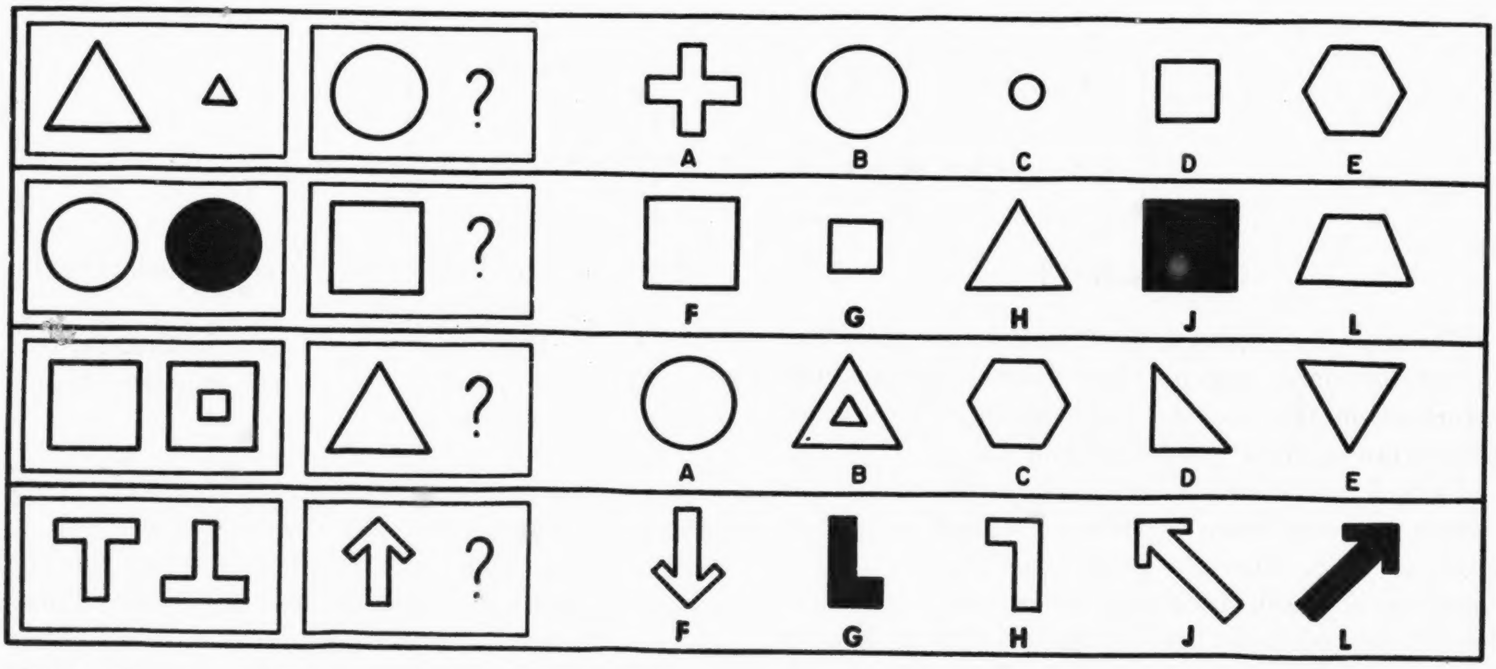
Part III, from the Inter-American Tests of General Ability, is a nonverbal classification test. From a set of six drawings, the pupil is to select the one which "does not go with the others." Eight minutes are allowed for 26 questions.

Examples:



Part IV, also from the Inter-American series, is a nonverbal analogy test. Two items with a relationship are given. The same relationship is to be established between a third given item and the choice of 1 of 5 alternate responses. Eight minutes are allowed for 24 questions.

Examples:



Part V is a reading comprehension test from the STEP series. Pupils answer questions requiring them to identify, interpret, extract, and draw inferences about reading passages of prose and poetry, formal and informal, about a wide variety of topics. There are 35 questions in 35 minutes.

Examples:

Soon after the First World War began, public attention was concentrated on the spectacular activities of the submarine, and the question was raised more pointedly than ever whether or not the day of the battleship had ended. Naval men conceded the importance of the U-boat and recognized the need for defense against it, but they still placed their confidence in big guns and big ships. The German naval victory at Coronel, off Chile, and the British victories at the Falkland Islands and in the North Sea convinced the experts that fortune still favored superior guns (even though speed played an important part in these battles); and, as long as British dreadnoughts kept the

German High Seas Fleet immobilized, the battleship remained in the eyes of naval men the key to naval power.

10. Public attention was focused on the submarine because—
  (A) it had immobilized the German High Seas Fleet
  (B) of its superior speed
  (C) it had taken the place of the battleship
  (D) of its spectacular activities
  (E) it had played a major role in the British victories at the Falkland Islands and in the North Sea

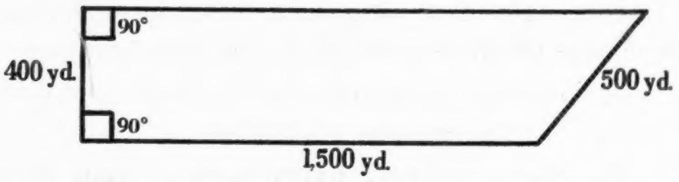
11. Naval victories on both sides led naval authorities to—
  (A) disregard speed
  (B) retain their belief in heavy armament
  (C) consider the submarine the key member of the fleet
  (D) minimize the achievements of the submarine
  (E) revise their concept of naval strategy

12. Naval men acknowledged that the submarine was—
  (A) a factor which would revolutionize marine warfare
  (B) superior to the battleship in combat
  (C) more formidable than the other types of ships which composed the fleet
  (D) the successor to the surface raider
  (E) a strong weapon against which adequate defense would have to be provided

13. Naval men were not in accord with the champions of the submarine because—
  (A) they thought that the advantages of the submarine did not equal those of the battleship
  (B) they believed the submarine victories to be mere chance
  (C) the battleship was faster
  (D) the submarine was defenseless except when submerged
  (E) submarines could not escape a battleship blockade

Part VI is a mathematics test from the STEP series. It tests the grasp of mathematical concepts and the ability to define problems and to arrive at their solutions. Thirty-five minutes are allowed for 25 questions.

Examples:



A farmer has a field with dimensions as indicated in the figure above. How many yards is the *perimeter* of the field?
  (A) 3,700 (B) 3,800 (C) 3,900 (D) 4,200
  (E) It cannot be determined from the information given.

The cost of electrical energy in a certain area is as follows:

	Cents per kilowatt-hour
1st 100 kilowatt-hours	3
2d 100 kilowatt-hours	2.5
3d 100 kilowatt-hours	2

How many kilowatt-hours can one obtain for $5?
  (A) 175 (C) 200 (E) 250
  (B) 180 (D) 225

The town of Mason is located on Eagle Lake. The town of Canton is west of Mason. Sinclair is east of Canton, but west of Mason. Dexter is east of Richmond, but west of Sinclair and Canton. Assuming they are all in the United States, which town is farthest west?
  (A) Mason (D) Sinclair
  (B) Dexter (E) Richmond
  (C) Canton

For grades 9, 12, and 13, Part VII is a test of general information. There are 95 questions to be answered in 45 minutes. The questions are such that an alert adult can answer most of them. They probe areas likely to have become known through out-of-school rather than curriculum activities. Five areas, each of which yields a score, are included in the test. Practical arts, male (25 questions), covers tools, automobiles, building, etc. The practical arts, female (25 questions) scale includes food, sewing, decorating, etc. Natural science covers aeronautics and space, chemistry, health, etc. with 15 questions. The humanities and arts area (15 questions) touches on literature, music, and art. Social science (15 questions) includes history, government, and public affairs. The tests of general information were assembled for the school survey tests from the test item files of Educational Testing Service.

Examples:

It is dangerous to stay in a closed garage when the engine of an automobile is running because—

(A) carbon monoxide gas is likely to collect in poisonous quantities

(B) the unburned hydrocarbons soon form an explosive mixture

(C) the oxygen in the garage will soon be completely used up

(D) the air pressure in the garage will be reduced to a dangerous level

Examples:

Directions.—In each of the sentences below four portions are underlined and lettered. Read each sentence and decide whether any of the underlined parts contains a grammatical construction, a word use, or an instance of incorrect or omitted punctuation which would be inappropriate for carefully written English. If so, note the letter printed beneath the underlined portion and blacken the corresponding box on your answer sheet. If you find no errors in any of the underlined portions, blacken the box labeled E. *No sentence has more than one error.*

3. If Henry enjoys $\underset{\text{A}}{\underline{\text{this}}}$ kind of performance, why $\underset{\text{B}}{\underline{\text{don't}}}$ he arrange to accompany $\underset{\text{C}}{\underline{\text{us}}}$ boys $\underset{\text{D}}{\underline{\text{more}}}$ frequently?

4. Never had the fortunes of England $\underset{\text{A}}{\underline{\text{sank}}}$ to a $\underset{\text{B}}{\underline{\text{lower}}}$ ebb $\underset{\text{C}}{\underline{\text{than}}}$ at the moment $\underset{\text{D}}{\underline{\text{when}}}$ Elizabeth mounted the throne.

P. The Empire State Express, loaded with passengers, left New York.

Q. Unlike the businessmen, however, a few reporters on board had been told that this run would be newsworthy and were eagerly waiting for something unusual to occur.

R. At last the big day, May 10, arrived.

S. If some of the important businessmen on board had known what was going to happen, they might have found an excuse to leave the train at Albany.

T. Her secret had been carefully kept.

U. Only a few officials knew that a record was to be tried for.

Questions:

i. Which sentence did you put first?
- (A) Sentence P
- (B) Sentence R
- (C) Sentence S
- (D) Sentence T
- (E) Sentence U

ii. Which sentence did you put after Sentence P?
- (A) Sentence Q
- (B) Sentence R
- (C) Sentence S
- (D) Sentence T
- (E) Sentence U

iii. Which sentence did you put after Sentence Q?
- (A) Sentence P
- (B) Sentence R
- (C) Sentence T
- (D) Sentence U
- (E) None of the above. Sentence Q is last.

Part III covers social studies, literature, and the fine arts with 65 questions in 30 minutes.

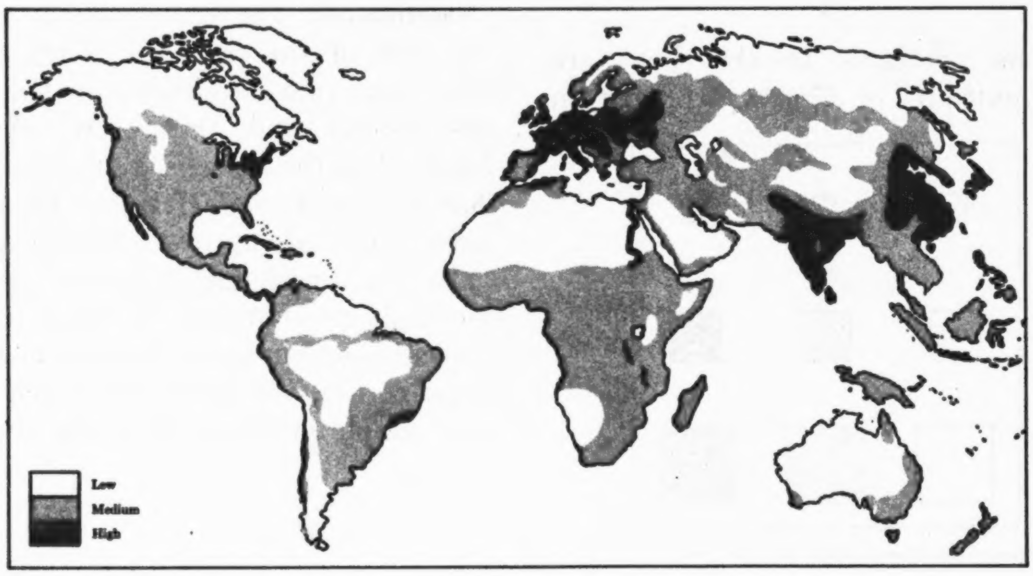
Examples:

Come, cheerful day, part of my life to me;
  For while thou view'st me with thy fading light,
Part of my life doth still depart with thee,
  And I still onward haste to my last night.
Time's fatal wings do ever forward fly:
So every day we live, a day we die.

But O ye nights, ordained for barren rest,
  How are my days deprived of life in you
When heavy sleep my soul hath dispossest,
  By feigned death life sweetly to renew!
Part of my life in that, you life deny:
So every day we live, a day we die.

11. In stanza 2 the speaker considers sleep to be a—
- (A) healthful time of contemplation
- (B) necessary but wasteful part of life
- (C) necessary but undistinguished part of life
- (D) time of spiritual renewal
- (E) time when the body recovers from the turbulence of the day

12. All of the following poetic devices are used in the poem EXCEPT—
- (A) alliteration
- (B) apostrophe
- (C) personification
- (D) simile
- (E) paradox



The shading on the above map is used to indicate—

(A) population density
(B) percentage of total labor force in agriculture
(C) per capita income
(D) death rate per thousand of population

Part IV combines science and mathematics with 55 questions timed at 30 minutes.

Examples:

Equal amounts of a soap solution are added to each of two test tubes containing equal amounts of water. Both test tubes are shaken the same amount and then the two quantities of soap suds are compared. Which of the following attributes of the two water samples is roughly determined by this experiment?

(A) Their relative bacterial count
(B) Their relative hardness
(C) Their relative potability
(D) Their relative chemical purity
(E) Their relative freedom from suspended matter

Ice is stored in the top instead of in the bottom of an ice refrigerator because—

(A) cold air rises to the top of the box
(B) ice melts faster in the bottom than in the top of an ice refrigerator
(C) ice water dripping down from the top cools the box
(D) new ice may be placed in the top of the box more conveniently than in the bottom
(E) warm air rises to the top of the box

If r pounds of aluminum are required to build two planes, how many pounds of aluminum will be required to built t planes?

(A) $\frac{r}{2t}$ (B) $\frac{rt}{2}$ (C) $\frac{t}{2r}$ (D) $\frac{2t}{r}$ (E) $2rt$

A cubic foot of lead is flattened into a sheet ⅛ inch thick. What is the area (in square feet) of the top of the sheet?

(A) 8 (B) 18 (C) 64 (D) 96 (E) 216

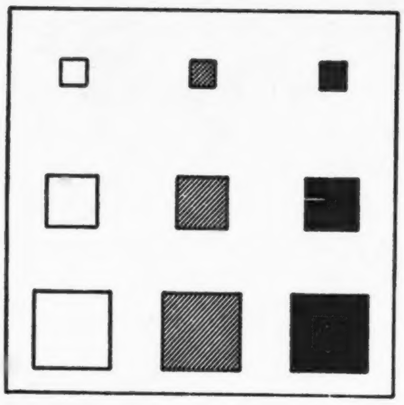
An automobile, traveling 40 miles per hour in the same direction as buses R and T, passes T 30 minutes after passing R. If both buses are traveling 35 miles per hour, how many miles apart are they?

(A) 2½ (B) 5 (C) 7½ (D) 20 (E) 37½

Part V is a test of nonverbal reasoning. Directions and sample problems precede the 30 scored problems, for which 25 minutes are allowed.

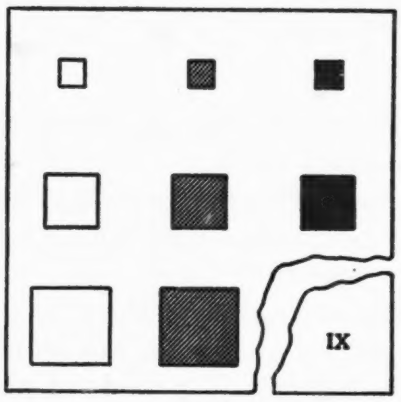
Examples:

Directions.—The problems in this part are made up from patterns of figures arranged in order, like this:



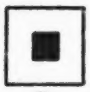
Notice how the figures change going across the top row of the pattern. They become darker. The same rule is repeated in the changes across the second and third row. Another rule is followed in the changes going down each column. The figures become larger. Each figure in the pattern is made up from these rules.

In the problems, however, the patterns are incomplete. You are to select from the answer choices the figure that belongs in the lower right-hand corner, the space numbered IX. Here are two sample problems from the above pattern.

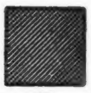


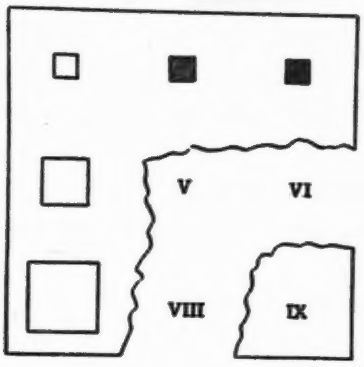
A

B


C

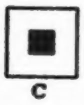
D

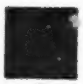

E

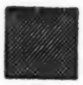


A

B

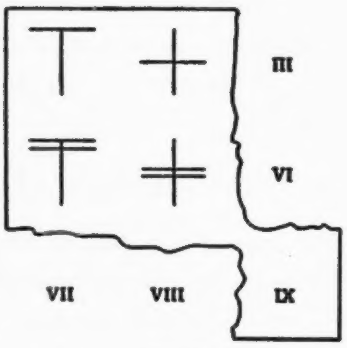

C

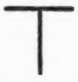

D

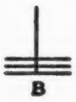

E

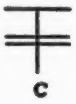
In both sample problems answer choice D is the figure that belongs in space IX; therefore D is the correct answer. Even though spaces V, VI, and VIII are missing from the sample problem at the right, the rules which determine the pattern are still the same. You need only choose the figure for space IX no matter how many spaces are missing.

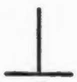
Below at the left is a problem made from a different pattern. (The completed pattern is shown at the right.) Notice the changes in the number of crossbars and in their position. Find which answer choice fits in space IX.

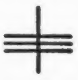


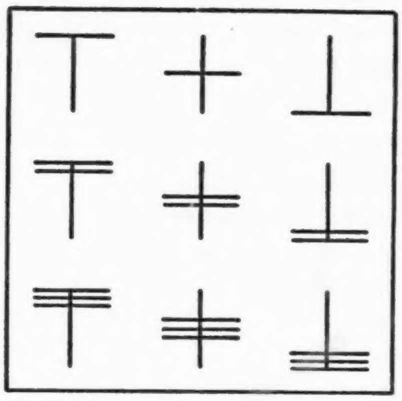

A


B


C

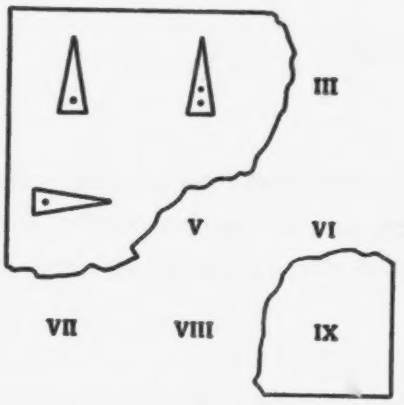

D

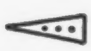

E

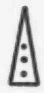


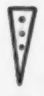
The answer is B.

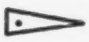
Here is another sample problem. (Again the completed pattern is shown at the right.)

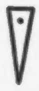


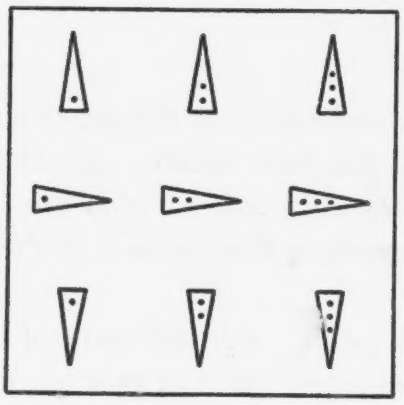

A


B


C


D


E



In this case only three figures were needed to make the pattern clear. As you move across, the number of dots increases. As you move down, the triangle turns. Answer C is the corrrect answer.

You will be allowed 25 minutes to do the 30 problems in this test. Work carefully but do not spend too much time on any one problem.

For each problem:

1. Find the rules for the changes across and down.
2. Find the answer choice that belongs in space IX.
3. Mark the space on your answer sheet under the letter of your choice.

Which of the following ingredients of a cake is most likely to be measured in cupfuls?

(A) Flour.
(B) Eggs.
(C) Baking powder.
(D) Flavoring.

The government's fiscal year begins on—

(A) January 1.
(B) March 15.
(C) April 15.
(D) July 1.

Grade 16

The grade 16 (college senior) test is derived from the National Teacher Examination. Part I is professional information, covering teaching principles and practices. There are 90 questions in 75 minutes.

Examples:

1. A student begins working on his homework during a class discussion. It would be best for the teacher to—

(A) call the student aside after class and explain that when he does homework in class he sets a bad example for the rest of the students.
(B) make a general announcement to the effect that homework is not to be done during the class activities.
(C) say nothing because students carrying heavy schedules need some classtime for preparing homework.
(D) ignore the situation because some students benefit more from individual study than from class discussions.
(E) ask the student his opinion on an issue concerning the topic under discussion.

2. The most valid argument against using schoolwork as punishment for misbehavior is that—

(A) it is not so effective as physical punishment.
(B) it may interfere with desirable extracurricular activities.
(C) pupils who are disciplinary cases frequently do not need the extra schoolwork.
(D) it may make the pupil regard all schoolwork as distasteful.
(E) it may take so long to finish that the pupil will not connect it with his misbehavior.

Part II requires the student to identify errors in grammar and usage, and to arrange sets of sentences in the most appropriate order. Forty-five questions are to be answered in 25 minutes.

SCHOOL SURVEY TESTS - FIRST GRADE

ADMINISTRATOR'S MANUAL

This Manual contains the specific instructions for the administration of the School Survey Tests for the First Grade. All the directions which you are to read aloud to the students are enclosed in boxes. You are not to depart from these directions or to answer any questions regarding the content of the survey.

You can get a rough estimate of the actual time needed to administer the survey by reading the appropriate parts of this Manual aloud and timing yourself. You should allow additional time for the distribution and collection of survey materials and for necessary explanation to the students.

You will receive general instructions concerning the administration of the survey from your school principal. He will explain the use of the Irregularity Report at the back of this Manual.

The materials necessary for the administration of the survey will be distributed to you by your school principal. All the materials are on the following list, with check spaces for your convenience.

Check List -- Equipment for the survey:

( ) 1. Survey booklets (orange)
( ) 2. Special large pencils
( ) 3. Student Identification Cards
( ) 4. This Administrator's Manual, which includes an Irregularity Report on the inside back cover.

Each Student Identification Card has a serial number preprinted on it. You should assign each of your students a serial number by writing his name on a card. Then, plan the time when you will be able to complete the Questionnaire, Part IV, at the end of each student's survey booklet. You should complete the Questionnaire on the basis of what you know about the child either from school records or from talking with the child. You should complete the Questionnaires before you administer the survey.

Before completing a Questionnaire, enter the student's number from his Student Identification Card in the large boxes provided on the front of the survey booklet for the Serial Number. Then blacken the appropriate space beneath each of the six digits of the Serial Number. Keep the Student Identification Card with the survey booklet.

For each student, mark the answer spaces in the Questionnaire which are correct for the child. Please blacken only one answer space for each question. The questions follow:

1. Sex.
   - A. Boy
   - B. Girl
2. Present age.
   - A. 5 or younger
   - B. 6
   - C. 7
   - D. 8
   - E. 9 or older
3. Birthplace of child.
   - A. In this city, town, or county
   - B. In this State, but not in this city, town or county
   - C. In another state in the U.S.
   - D. In Puerto Rico
   - E. In Mexico
   - F. In Canada
   - G. In some other country
   - H. Don't know
4. Of what race is the child?
   - A. Negro
   - B. White
   - C. American Indian
   - D. Oriental
   - E. Other
5. Is he Puerto Rican?
   - A. Yes
   - B. No
6. Is he Mexican American?
   - A. Yes
   - B. No
7. How many people including the child live in the child's home? Count in mother, father, brothers, sisters, relatives, etc.
   - A. 2
   - B. 3
   - C. 4
   - D. 5
   - E. 6
   - F. 7
   - G. 8
   - H. 9
   - I. 10
   - J. 11
   - K. 12
   - L. 13 or more
8. How many children (under 18), including the child, are in his family?
   - A. 1--only the child
   - B. 2
   - C. 3
   - D. 4
   - E. 5
   - F. 6
   - G. 7
   - H. 8
   - I. 9
   - J. 10 or more

9. Who acts as his father? For adopted children, consider the adoptive father as the real father.
   A. His real father, who is living at home
   B. His real father, who is not living at home
   C. His stepfather
   D. His foster father
   E. His grandfather
   F. Another relative (uncle, etc.)
   G. Another adult
   H. No one

10. Who acts as his mother? For adopted children, consider the adoptive mother as the real mother.
   A. His real mother, who is living at home
   B. His real mother, who is not living at home
   C. His stepmother
   D. His foster mother
   E. His grandmother
   F. Another relative (aunt, etc.)
   G. Another adult
   H. No one

For all questions about the student's mother and father, answer them for the persons indicated in questions 9 and 10.

11. How far in school did his father go? (If no one is acting as his father, answer for his real father.)
   A. None, or some grade school
   B. Completed grade school
   C. Some high school, but did not graduate
   D. Graduated from high school
   E. Vocational or business school after high school
   F. Some college, but less than 4 years
   G. Graduated from a 4-year college
   H. Attended graduate or professional school
   I. I don't know

12. What kind of work does his father usually do? If the exact occupation is not listed, mark the option which seems to be the closest.
   A. Technical --such as draftsman, surveyor, medical or dental technician, etc.
   B. Official --such as manufacturer, officer in a large company, banker, government official or inspector, etc.
   C. Manager --such as sales manager, store manager, office manager, factory supervisor, etc.
      Proprietor or owner --such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
   D. Semi-skilled worker --such as factory machine operator, bus or cab driver meat cutter, etc.

Clerical worker --such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
Service worker --such as a barber, waiter, etc.
Protective worker --such as policeman, detective, sheriff, fireman, etc.
E. Salesman --such as real estate or insurance salesman, factory representative, etc.
F. Farm or ranch owner or manager
G. Farm worker on one or more than one farm
H. Workman or laborer --such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
I. Professional --such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker.
J. Skilled worker or foreman --such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine.
K. Don't know

13. Where was his mother born? If no one is acting as his mother, answer for his real mother.
A. In this State
B. In another state in the U. S.
C. In Puerto Rico
D. In Mexico
E. In Canada
F. In some other country
G. Don't know

14. How far in school did his mother go?
A. None, or some grade school
B. Completed grade school
C. Some high school, but did not graduate
D. Graduated from high school
E. Vocational or business school after high school
F. Some college, but less than 4 years
G. Graduated from a 4-year college
H. Attended graduate or professional school
I. I don't know

15. Is his mother working outside the home now?
A. Yes
B. No
C. No mother in the home

16. Does anyone in his home speak a language other than English most of the time? (Spanish, Italian, Polish, German, etc.)
A. Yes
B. No
C. I don't know

17. Does he speak a language other than English outside of school?
   A. Yes
   B. No
   C. I don't know

Questions 18 - 25 are about things his family may have. Does his family have a:

18. Television set?
   A. Yes
   B. No

19. Telephone?
   A. Yes
   B. No

20. Record player, hi-fi, or stereo?
   A. Yes
   B. No

21. Refrigerator?
   A. Yes
   B. No

22. Dictionary?
   A. Yes
   B. No
   C. I don't know

23. Encyclopedia?
   A. Yes
   B. No
   C. I don't know

24. Automobile?
   A. Yes
   B. No

25. Vacuum cleaner?
   A. Yes
   B. No

26. Does his family get a newspaper every day?
   A. Yes
   B. No

27. Did he go to kindergarten?
   A. Yes
   B. No

28. Did he go to nursery school before he went to kindergarten?
   A. Yes
   B. No
   C. I don't know

29. Did the child attend Project Head Start?
   A. Yes
   B. No, but he attended another similar summer pre-school program
   C. No

30. Is the child repeating the first grade?
   A. Yes
   B. No

31. Is there another public school with his grade as close or closer to his home than this one?
   A. Yes
   B. No

Please rate this child in each of the following traits or behavior patterns by marking:
A if the child usually exhibits this trait or behavior
B if this is not typical of the child's usual behavior pattern
When evaluating a child, consider his behavior in relationship to other children of his own age.

32. Usually gets along with most of the children in his class.
   A. Yes
   B. No

33. Usually avoids disturbing other children while they work.
   A. Yes
   B. No

34. Usually comes to school on time.
   A. Yes
   B. No

35 Usually shows a desire to learn.
   A. Yes
   B. No

36. Usually has a good speaking vocabulary.
   A. Yes
   B. No

37. Usually pays attention in class.
   A. Yes
   B. No

38. Usually goes from one activity to another in a progressive manner--not haphazardly or with long periods of transition.
   A. Yes
   B. No

39. Usually assumes responsibility for classroom routine, e.g., cleaning up after himself and putting things away.
   A. Yes
   B. No

As you finish each child's Questionnaire, place his Student Identification Card inside the cover of the survey booklet, so that you can be sure that each one gets the correct booklet.

Before the survey begins, copy on the blackboard the first question in each series of Practice Exercises. The drawings need not be accurate or artistic. For the second part of the survey, you will need a watch with a sweep second hand.

When the students are seated and ready to begin, distribute the survey booklets and the special large pencils. A student who wishes to change one of his responses may erase his original response; but, to avoid suggesting change, this is not included in the directions. Read the directions which follow, pausing where 4 dots appear to allow the appropriate amount of time for the procedure described to be carried out. Say to the students:

> I am going to name something and then we shall find it in these pictures. (Point to the blackboard.) Here is a tree. Which one of these pictures is a house? Yes, this is the house. So we mark the house like this. (Fill in the circle you have drawn below the house.)
>
> Now look at your booklet. Put your finger on the tree. . . . In the same row find the house. With your pencil fill in the little circle below the house. (See that all comply.)
>
> Now put your finger on the hat. . . . In the same row find the cat. Mark the circle below the cat. (See that all comply.) . . . .
>
> Now put your finger on the bird. . . . In the same row find the pencil. Fill in the circle below the pencil. (See that all comply.) . . . .
>
> Now put your finger on the dog. . . . In the same row find the boy who is running. Mark the circle below the boy who is running. (See that all comply.) . . . .

After pausing long enough for the students to mark the picture, proceed without giving individual help. From this point on it is permissible to repeat a word only if the students have not heard it. The time required for each question will vary from 15 to 25 seconds in accordance with the maturity of the children and the difficulty of the question. The children may need to be encouraged from time to time with such directions as "Go ahead; mark what I told you."

Now watch what I do. Turn the page and fold it back like this. In the corner of the page you should have a picture of a boy. (Demonstrate. See that all have the right page.). . . .

Now look at your booklet. Put your finger on the boy. . . . In the same row find the shovel. Mark the circle under the shovel. . . .

Now put your finger on the bird. . . . In the same row find the spoon. Mark the circle under the spoon. . . .

Now put your finger on the dog. . . . In the same row find the woman who is reading a book. Mark the circle under the woman who is reading a book. . . .

Now put your finger on the flower. . . . In the same row find the picture which shows that the wind blew the man's hat off. Mark the circle under the picture which shows that the wind blew the man's hat off. . . .

Now put your finger on the flag. . . . In the same row find the girl who is carrying her doll in the safest position. Mark the circle under the girl who is carrying her doll in the safest position. . . .

Now put your finger on the candle at the top of the page. . . . In the same row find the man who is pushing the box. Mark the circle under the man who is pushing the box. . . .

Now put your finger on the shoe. . . . In the same row find the leaves. Mark the circle under the leaves. . . .

Now put your finger on the chair. . . . In the same row find the glass in which nothing remains except air. Mark the circle under the glass in which nothing remains except air. . . .

Now put your finger on the cat. . . . In the same row find the painter. Mark the circle under the painter. . . .

Now put your finger on the house. . . . In the same row find the picture which makes you think of touching. Mark the circle under the picture which makes you think of touching. . . .

Now turn the booklet over like this. (Demonstrate. See that all have done so.) . . . .

Now put your finger on the dog. . . . In the same row find the woman who is writing. Mark the circle under the woman who is writing. . . .

Now put your finger on the hat. . . . In the same row find the knee. Mark the circle under the knee. . . .

Now put your finger on the house. . . . In the same row find the girl who is gathering huge blossoms for a neighbor. Mark the circle under the girl who is gathering huge blossoms for a neighbor . . . .

Now put your finger on the chair. . . . In the same row find the picture which makes you think of rejoice. Mark the circle under the picture which makes you think of rejoice. . . .

Now put your finger on the cat. . . . In the same row find the picture which makes you think of fasten. Mark the circle under the picture which makes you think of fasten. . . .

Now put your finger on the flag at the top of the page. . . . In the same row find the policeman helping a child. Mark the circle under the picture of the policeman helping a child. . . .

Now put your finger on the candle. . . . In the same row find the insect. Mark the circle under the insect. . . .

Now put your finger on the boy. . . . In the same row find the tree which has a joyful visitor at its highest point. Mark the circle under the tree which has a joyful visitor at its highest point. . . .

Now put your finger on the clock . . . . In the same row find the picture which makes you think of level. Mark the circle under the picture which makes you think of level. . . .

Now put your finger on the shoe . . . . In the same row find the picture which makes you think of clashing. Mark the circle under the picture which makes you think of clashing. . . .

Now turn the page and fold it back like this. (Demonstrate. See that all have done so) . . . .

Now look at the dogs at the top of the page . . . . Find the dog which is jumping over his little house. Mark the circle under the dog which is jumping over his little house . . . .

Now look at the next row . . . . Find the picture in which the mother and the baby ducks seem to be dreaming quietly. Mark the circle under the picture in which the mother and the baby ducks seem to be dreaming quietly . . . .

Now look at the next row. . . . The farmer is digging with a shovel. Mark the circle under the picture. The farmer is digging with a shovel. . . .

Now look at the next row. . . . Find the picture which makes you think of obedience. Mark the circle under the picture which makes you think of obedience. . . .

Now look at the next row. . . . Find the picture which makes you think of authority. Mark the circle under the picture which makes you think of authority . . . .

This is the end of the first part of the survey. The second part of the survey should be administered after 5 or 10 minutes of rest. The booklets should be closed during the rest period.

In the second part of the survey the student is trying to find the one picture at the right that belongs to or goes with the picture in the frame at the left. The relation varies from item to item. The administrator assists the students with the first items only. The first item should be on the blackboard.

When all the students are ready to begin, have them open their booklets to Part II. Say to the students:

Look at the door here. (Point to the picture of the door which you have drawn on the blackboard.) Does the door belong to the table? No. Does it belong to the bucket? No. Does it belong to the tree? No. Does it belong to the house? Yes. So we mark the circle below the house to show that the door belongs to it. (Fill in the circle you have drawn below the house.) Now find the door on your booklet. Put your finger on the door. . . . Now mark the circle below the house to show that the door belongs to it. (See that all comply.) . . . .

Now look at the hat in the next row. Put your finger on the hat. To which picture does the hat belong? Yes, it belongs to the man. Now mark the circle below the man to show that the hat belongs to him. (See that all comply.) . . . .

Now look at the next row. The first picture is part of one of the other pictures. Which one? Mark the circle under the picture to which the first one belongs. (See that all comply.)....

> Now do the next two by yourselves. In each row find the picture that goes with or belongs to the first picture. Mark the circle for only one picture in each row.

The children should go on from this point without help on individual items. They may be encouraged with such directions as "Go ahead; in each row mark the picture that goes with the first picture." Allow sufficient time for all or nearly all to finish the Practice Exercises. Then say:

> You should have marked the circle under the cup, and the circle under the foot. Now turn the booklet over like this. (See that all have the correct page, marked Part II.) . . . . Now do all of these and these. (Point to both columns.) . . . .
>
> In each row mark the circle below the picture that belongs to or goes with the first picture in the row. Ready? Begin.

See that all keep working on this page only. Allow exactly 4 minutes. Record the time. Do not depend on your memory.

At the end of exactly 4 minutes, say:

> Stop. Now turn the page and fold it back like this. (Demonstrate. See that everyone has the page with question 11 in the upper left corner.) . . . . Now do all of these and these. (Point to both columns.) . . . . In each row mark the circle below the picture that belongs to or goes with the first picture in that row. Ready? Begin.

See that all keep working on this page only. Allow exactly 4 minutes. Record the time. Do not depend on your memory.

At the end of exactly 4 minutes, say:

> Stop. Now turn the booklet over like this.

Demonstrate. See that all the students have done so. In the third part of the survey, the student is trying to find the one that does not go with the other three. (Avoid the words "not the same as the others.") The first item should be on the blackboard. When all the students are ready, say:

> Look at these four pictures. (Point to the group of pictures on the blackboard.) . . . . Three of the pictures are alike, but one is not like the other three. This is a tree, this is a tree, and this is a tree; but the chair is not a tree. So we mark the circle under the chair to show that it is different; it does not go with the trees.

(Mark the circle you have drawn below the chair.) . . . . Now look at your booklet. Find the three trees and the chair. Mark the circle below the chair to show that it does not go with the trees. (See that all comply.) . . . .

Now look at the four pictures in the next row. Which three of the pictures are alike? Yes, the hats. The hats are things to wear. But the candle is different. It does not go with the hats. . . . Mark the circle below the candle to show that it does not go with the hats. (See that all comply.) . . . .

Now look at the four pictures in the next row. Which one does not go with the others? Yes, the first face. It has no eye. Mark the circle under the first face to show that it is not like the other three faces. (See that all comply.). . . .

Now look at the pictures in the next row. Which one does not go with the other three? Yes, the basket, because the other pictures are all parts of a dog. Mark the circle under the basket to show that it does not go with the parts of the dog. (See that all comply.) . . . .

Now do all of these by yourselves. (Point.) . . . . Begin at the top. In each row three pictures are alike. Find the picture that is not like the other three. Mark only the one picture that is different, the one that does not go with the other three.

The students should go on from this point without help on individual items. They may be encouraged with such directions as "Go ahead; in each row mark the picture that is not like the other three." Allow sufficient time for all or nearly all to finish the Practice Exercises. Then, say:

Now turn the page and fold it back like this. (Demonstrate. See that everyone has Part III, Question 1 in the upper left corner.) . . . . Now do all of these and these. (Point to both columns.) . . . . In each row mark the circle under the one picture that does not go with the other three. Ready? Begin.

See that all keep working on this page only. Allow exactly 4 minutes. Record the time. Do not depend on your memory.

At the end of exactly 4 minutes, say:

Stop. Now turn the booklet over like this. (Demonstrate. See that all have Question 11.) . . . . Now do all of these and these. (Point to both columns.) . . . . In each row mark the circle under the one picture that does not go with the others. Ready? Begin.

See that all keep working on this page only. Allow exactly 4 minutes. Record the time. Do not depend on your memory.

At the end of exactly 4 minutes, say:

Stop. Now turn the page and fold your booklets like this. (Demonstrate.) . . . . I will now collect your booklets. You may keep the pencils.

Collect the booklets. Check to make certain that you have one survey booklet from each of your students.

Any irregularities should be recorded on your Irregularity Report; then return all your survey materials to your school principal, except for the Student Identification Cards, which should be removed from the survey booklets and thrown away.

IRREGULARITY REPORT

Return ONLY if an irregularity occurs which must be reported. See pages 6 through 8 of the SCHOOL PRINCIPAL'S MANUAL.

SCHOOL SURVEY TESTS

GRADE 1

GROUP IRREGULARITIES

List answer sheet serial numbers of students involved on reverse side.

GROUP MISTIMINGS ONLY

SURVEY PART

OTHER GROUP IRREGULARITIES

SURVEY PART

INDIVIDUAL STUDENT IRREGULARITIES

defective materials	cheating	withdrawal	other	ANSWER SHEET SERIAL NUMBER	SURVEY PART
REMARKS:					
REMARKS:					
REMARKS:					
REMARKS:					

PRINCIPAL: If you are submitting more than one Irregularity Report for this grade, indicate total number ____

If additional space is required, use the reverse side.

Principal's Signature

Administrator's Signature

SCHOOL SURVEY TESTS - THIRD GRADE

ADMINISTRATOR'S MANUAL

This Manual contains the specific instructions for the administration of the School Survey Tests for the Third Grade. All the directions which you are to read aloud to the students are enclosed in boxes. You are not to depart from these directions or to answer any questions regarding the specific content of the survey.

You can get a rough estimate of the actual time needed to administer the survey by reading the appropriate parts of this Manual aloud and timing yourself. You should allow additional time for the distribution and collection of survey materials and for necessary explanation to the students. You will need to be familiar with the survey booklets in order to administer the survey.

You will receive general instructions concerning the administration of the survey from your school principal. He will explain the use of the Irregularity Report at the back of this Manual.

Some of the materials necessary for the administration of the survey will be distributed to you by your school principal. Other materials should be supplied by you. All the materials are on the following list, with check spaces for your convenience.

Check List--Equipment supplied by the school principal:

( ) 1. Survey booklets (Book A is brown, Book B is green)

( ) 2. Student Identification Cards

( ) 3. This Administrator's Manual, which includes an Irregularity Report on the inside back cover

Check List--Equipment supplied by you:

( ) 1. A reliable watch with a sweep second hand (not a stop watch)

( ) 2. Several #2 pencils with erasers, and a pencil sharpener. Students should be told in advance to have #2 pencils with them.

Each Student Identification Card has a serial number preprinted on it. You should assign each of your students a serial number by writing his name on a card. Then, plan the time when you will be able to complete the Questionnaire items at the end of Book A. You must complete 5 items for each student on the basis of what you know about the child either from school records or from talking with the child. You should complete the Questionnaires before you administer the survey.

Before completing the 5 Questionnaire items for a student, perform the following steps:

1. On Book A (brown) enter the six digits of the Student Identification Number in the six boxes labeled "Serial Number." Then, in the same manner, enter the number on Book B (green).
2. On both books, blacken the circles corresponding to the numbers you have entered in the boxes.

3. Check the two books to be sure that you have entered the correct number on both of them. Check also to be sure that you have blackened the circles accurately. Make certain that each column has a blackened circle and that no column has more than one blackened circle.

4. Keep both books together with the Student Identification Card.

For each student, blacken the answer spaces in the Questionnaire which are correct for that child. Please blacken only one answer space for each question. The questions follow:

48. Where was this child born?
    A. In this city, town or county
    B. In this State, but not in this city, town, or county
    C. In another state in the U. S.
    D. In Puerto Rico
    E. In Mexico
    F. In some other country
    G. I don't know

49. How far in school did his father go? (Answer for the person in Question 8 of the Questionnaire.)
    A. None, or some grade school
    B. Completed grade school
    C. Some high school, but did not graduate
    D. Graduated from high school
    E. Vocational or business school after high school
    F. Some college, but less than 4 years
    G. Graduated from a 4-year college
    H. Attended graduate or professional school
    I. I don't know

50. How far in school did his mother go? (Answer for the person in Question 9 of the Questionnaire.)
    A. None, or some grade school
    B. Completed grade school
    C. Some high school, but did not graduate
    D. Graduated from high school
    E. Vocational or business school after high school
    F. Some college, but less than 4 years
    G. Graduated from a 4-year college
    H. Attended graduate or professional school
    I. I don't know

51. What kind of work does his father usually do? If the exact occupation is not listed, mark the option which seems to be the closest. (Answer for the person in Question 8.)
    A. Technical--such as draftsman, surveyor, medical or dental technician, etc.
    B. Official--such as manufacturer, officer in a large company, banker, government official or inspector, etc.

C. Manager--such as sales manager, store manager, office manager, factory supervisor, etc.
   Proprietor or owner--such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
D. Semi-skilled worker--such as factory machine operator, bus or cab driver, meat cutter, etc.
   Clerical worker--such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
   Service worker--such as a barber, waiter, etc.
   Protective worker--such as policeman, detective, sheriff, fireman, etc.
E. Salesman--such as real estate or insurance salesman, factory representative, etc.
F. Farm or ranch owner or manager
G. Farm worker on one or more than one farm
H. Workman or laborer--such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
I. Professional--such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker
J. Skilled worker or foreman--such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine
K. Don't know

52. Is there another public school with his grade as close or closer to his home than this one?
A. Yes
B. No

As you finish each child's Questionnaire, place his Student Identification Card inside the cover of Book A, place Book A on top of Book B, and store the books where they will not be disturbed.

Before the survey begins, copy on the blackboard the first question in each series of Practice Exercises. The drawings need not be accurate or artistic.

When the students are ready to begin, distribute each student's books to him using the Student Identification Card. Make sure that everyone has a #2 pencil with an eraser. A student who wishes to change one of his responses may erase his original response; but to avoid suggesting change, this is not included in the directions. Read the directions which follow, pausing where 4 dots appear to allow the appropriate amount of time for the procedure described to be carried out. Say to the students:

> Place your brown book in front of you. Put your green book aside. I am going to name something, and then we shall find it in these

pictures. (Point to the blackboard.) Which one of the pictures is a table? Yes, this is the table. So we blacken the circle under the table like this. (Blacken the circle under the table.)

Now look at the first row of pictures on your booklet. (Point.) Find the table . Blacken the circle under the table. (See that all comply.) . . . .

In the next row, number 2, find the box with only two flowers. Blacken the circle under the box which has only two flowers. (See that all comply.) . . . .

In the next row, number 3, find the hat. Blacken the circle under the hat. (See that all comply.) . . . .

In the next row, number 4, find the candle. Blacken the circle under the candle . . . .

Now turn the page and fold it back like this. (Demonstrate. See that all have the correct page.) . . . .

Look at the first row of pictures on this side of the page. (Show the place.) In this row, find the bird. Blacken the circle under the bird. (Allow 10 seconds.)

In the next row, number 2, find the dog. Blacken the circle under the dog. . . .

In the next row, number 3, blacken the circle under the fairy. The word is fairy. . . .

In the next row, number 4, blacken the circle under the furniture. The word is furniture. . . .

In the next row, number 5, blacken the circle under the picture which makes you think of playful. The word is playful. . . .

In the next row, number 6, at the top of the page, blacken the circle under the mechanic. The word is mechanic. . . .

In the next row, number 7, blacken the circle under the magazine. The word is magazine. . . .

In the next row, number 8, blacken the circle under the landscape. The word is landscape. . . .

In the next row, number 9, blacken the circle under the picture which makes you think of entering alone. The words are entering alone. . . .

In the next row, number 10, blacken the circle under the picture which makes you think of admiring. The word is admiring. . . .

Now turn the book over like this. (Demonstrate.)

Look at the first row of pictures on this side of the page. (Show the place.) In this row, number 11, blacken the circle under the man who is lifting. The word is lifting. . . .

In the next row, number 12, blacken the circle under the picture which makes you think of innocent. The word is innocent. . . .

In the next row, number 13, blacken the circle under the picture which makes you think of unconscious. The word is unconscious. . . .

In the next row, number 14, blacken the circle under the picture which makes you think of adventure. The word is adventure. . . .

In the next row, number 15, blacken the circle under the picture which makes you think of similar. The word is similar. . . .

In the next row, number 16, at the top of the page, blacken the circle under the picture which makes you think of narrow. The word is narrow. . . .

In the next row, number 17, blacken the circle under the picture which makes you think of courteous. The word is courteous. . . .

In the next row, number 18, blacken the circle under the picture which makes you think of destruction. The word is destruction. . . .

In the next row, number 19, blacken the circle under the picture which makes you think of skillful. The word is skillful. . . .

In the next row, number 20, blacken the circle under the picture which makes you think of fragrant. The word is fragrant. . . .

Now turn the page over and fold it back like this. (Demonstrate.) . . . .

Look at the first row of pictures on this side of the page. (Show the place.) In this row, number 21, blacken the circle under the picture which makes you think of abundant. The word is abundant. . . .

In the next row, number 22, blacken the circle under the petal. The word is petal . . . .

In the next row, number 23, blacken the circle under the picture which makes you think of horizontal. The word is horizontal. . . .

In the next row, number 24, blacken the circle under the summit. The word is summit. . . .

In the next row, number 25, blacken the circle under the picture which makes you think of numerous. The word is numerous. . . .

Look at these pictures. (Point to the blackboard.) This is a tree, this is a tree, and this is a tree, but this is not a tree. The chair does not go with the trees because it is different. So we blacken the circle under the chair, like this. (Blacken the circle under the chair.)

Now look at the first row of pictures in your book. (Show the place.) Blacken the circle under the chair to show that it does not go with the trees. (See that all comply.) . . . .

Now look at the second row of pictures. Three of them are hats, but the candle is not a hat. Blacken the circle under the candle to show that it does not go with the other pictures. (See that all comply.) . . . .

Now look at the third row of pictures. They are all faces, but the first face does not go with the others because it has no eye. Blacken the circle under the first face to show that this picture does not go with the others. (See that all comply.) . . . .

> Do the others on this page yourself, down through #5. Find the one which does not go with the others, and blacken the circle under the right answer. . . .

Give no further help except if necessary to repeat, "Find the picture which does not go with the others." Allow sufficient time for all or nearly all to finish the practice exercise. Then, say:

> Now turn the page over and fold it back like this. (Demonstrate.) Here are more of the same kind. Do all of them on this page. (Point.) Then turn the book to the next page and do all of them on that page. . . . Ready? Begin.

As soon as the students finish one page, see that they go ahead to the next. Allow exactly 5 minutes. Record the time. Do not depend on your memory. At the end of exactly 5 minutes, say:

> Stop. Look at these pictures. (Point to the practice exercise on the blackboard.) These two pictures are the first pair: hand, glove. What will go with the foot to make a pair of the same kind? . . . . Yes, the shoe. (Point.) Hand, glove; foot, shoe. So we blacken the circle under the shoe to show that it goes with the foot to make the second pair of pictures like the first pair. (Blacken the circle under the shoe.) Now look at your books. (Show the place.) Hand, glove; foot, shoe. Blacken the circle under the shoe to show that it goes with the foot.
>
> Now look at the next row of pictures: dog standing, dog running; boy standing, ?. What goes with the boy standing? . . . . Yes, the boy running. Dog standing, dog running; boy standing, boy running. Blacken the circle under the boy running to show that it goes with the boy standing. (See that all comply.) . . . .
>
> Here are some more of the same kind. (Demonstrate.) Do all the rest of them on this page. Then turn the page over and do all of them on the next page. Remember, in each row, find the picture which makes the second pair of pictures like the first pair, and blacken the circle under the right answer. . . . Ready? Begin.

Allow exactly 4 minutes. Record the time. Do not depend on your memory. As soon as the students finish one page, see that they go ahead to the next. At the end of exactly 4 minutes, say:

Stop.

You should allow a short rest period of five minutes or so. When the students are ready to begin again, say:

The next part is a Questionnaire. This part asks some questions about you and your family and the things you do. You know all the answers about yourself. Read along with me and blacken the circle that answers each of the questions correctly for you. If there are any questions you don't want to answer, you do not have to fill in the circles for those questions, but try to answer all of the questions.

You may explain the meaning of questions and give assistance on this part only. Read aloud each question and the responses. If any response to a factual question definitely applies to all the children in the class, you may direct them to mark the proper response. Questions 41, 42, 44, 45 and 46 are omitted. When you have finished, you may give the children another short rest period of five minutes or so. When you are ready to begin again, say:

Fold your brown book neatly and place it to the side. Place your green book in front of you. We are going to find out how well you can read. Look at the first row of boxes on the page. (Show the place.) Read the word in the arrow. Which box goes best with it? . . . . The word in the arrow is fly. The picture of the bird goes best with it. Blacken the circle under the bird. (Make sure every child blackens the circle correctly.)

You are going to work quietly and do all the rest of the reading part by yourself. In each row, read what is in the arrow. Then blacken the circle that goes best with it. Blacken just one circle in each row. When you come to the bottom of a page, go right on to the next page.

Sometimes you will see a story between the arrows. When you do, be sure to read it carefully. Keep going until you come to the STOP. Then leave your book on your desk and put your pencil down. Sit quietly until everyone has finished.

In each row, read what is in the arrow and blacken the circle under the box that goes best with it. All right, begin at the top of this page.

Allow enough time for all the children who can be expected to do so to finish the test. Then, say:

Open your book to the next part. (Demonstrate.) Look at the first row of boxes and listen carefully to what I say. Which says two? . . . . two. The number in the middle box is 2. Blacken the circle under the middle box. (Check to see that every child marks the middle box correctly.) . . . . Look at the next row of boxes and listen carefully.

Which number is less than sixty-six? Blacken the circle below the number which is less than sixty-six.

Now go on to the next row of boxes and listen carefully.

Number 2. Which shows four groups of three? Blacken the circle below the box that shows four groups of three.

Number 3. Which has more than six tens? . . . . More than six tens.

Number 4. Which says five thousand two hundred?. . . . five thousand two hundred.

Number 5. Look at what is in the arrow. Jane is counting down by fours. Which number goes between eight and zero? . . . . Counting down by fours, blacken the circle for the number that goes between eight and zero.

Number 6. John's father started a job on Tuesday morning and worked on it until he finished Friday night. How many days did he work on it? . . . . He started Tuesday morning and he finished Friday night. How many days did he work on it?

Number 7. Tom jumped from the fourth step to the ground. How many steps did he jump over? . . . . From the fourth step to the ground, how many steps did he jump over?

Number 8. Which is a set of even counting numbers? . . . . Even counting numbers.

Allow enough time for all the children who can be expected to do so to finish the test. Then, say:

Open your book to the next part. (Demonstrate.) Look at the first row of boxes and listen carefully to what I say. Which says two? . . . . two. The number in the middle box is 2. Blacken the circle under the middle box. (Check to see that every child marks the middle box correctly.) . . . . Look at the next row of boxes and listen carefully.

Which number is less than sixty-six? Blacken the circle below the number which is less than sixty-six.

Now go on to the next row of boxes and listen carefully.

Number 2. Which shows four groups of three? Blacken the circle below the box that shows four groups of three.

Number 3. Which has more than six tens? . . . . More than six tens.

Number 4. Which says five thousand two hundred? . . . . five thousand two hundred.

Number 5. Look at what is in the arrow. Jane is counting down by fours. Which number goes between eight and zero? . . . . Counting down by fours, blacken the circle for the number that goes between eight and zero.

Number 6. John's father started a job on Tuesday morning and worked on it until he finished Friday night. How many days did he work on it? . . . . He started Tuesday morning and he finished Friday night. How many days did he work on it?

Number 7. Tom jumped from the fourth step to the ground. How many steps did he jump over? . . . . From the fourth step to the ground, how many steps did he jump over?

Number 8. Which is a set of even counting numbers? . . . . Even counting numbers.

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Number 9. Which of these can you add to an even number to get an odd number? . . . . Which can you add to an even number to get an odd number?

Go on to the next page.

Look at the problem at the top of the page. In which of these is the answer zero? . . . . In which is the answer zero?

Number 11. Which says that fifteen is the sum of five threes? . . . . that fifteen is the sum of five threes?

Number 12. Jane and Betty sold lemonade for three hours and made two dollars each hour. Which shows how to find out how much they earned? . . . . They sold lemonade for three hours and made two dollars each hour. Which shows how to find out how much they earned?

Number 13. Jack had thirty marbles. He gave fourteen to Ralph and five to Don. Which shows how to find out how many marbles Jack had left? . . . . He had thirty and he gave fourteen to Ralph and five to Don. Which shows how to find out how many marbles he had left?

Number 14. Sam saved twenty baseball cards. He gave his brother one-fourth of them. Which shows how to find out how many cards Sam had left? . . . . He saved twenty and gave his brother one-fourth of them. Which shows how to find out how many cards he had left?

Number 15. Sue put four eggs into the dessert she was baking. For each egg, she put in three tablespoons of sugar. How many tablespoons of sugar did she put in?. . . . She put in four eggs and three tablespoons of sugar for each egg. How many tablespoons of sugar did she put in?

Number 16. The animal trainer led four tigers into the cage, and two lions followed each tiger. How many lions and tigers are in the cage? . . . . He led in four tigers, and two lions followed each tiger. How many lions and tigers are in the cage?

Number 17. Joan took two sandwiches to the picnic. Each sandwich was cut in half. How many halves did Joan take? . . . . two sandwiches, each cut in half, how many halves did she take?

Number 18. In which is line A twice as long as line B? . . . . line A twice as long as line B?

Number 19. One out of every two of the Easter eggs is green. If there are six eggs all together, how many are green? . . . . There are six eggs all together. One out of every two of the eggs is green. How many are green?

Now turn the page. (Demonstrate.)

Number 20. Look at the number in the arrow. We sold two thousand nine hundred ninety-five tickets. About how many was this? . . . . Blacken the circle under the box that shows about how many this was.

Number 21. The store had only the small-sized bags of Peter's favorite cookies, so he bought two bags. He got twenty-one cookies in all. If he had bought only one bag, about how many would he have got? . . . . He bought two bags and got twenty-one cookies. About how many would he have got in one bag?

Number 22. Which of these might be the answer when you add a number a little bit more than three to a number a little bit more than seven? . . . . when you add a number a little bit more than three to a number a little bit more than seven.

Number 23. Which of these might be the answer when you multiply a number a little bit less than three by a number a little bit less than four? . . . . when you multiply a number a little bit less than three by a number a little bit less than four?

Number 24. Which shows that three is less than five? . . . . that three is less than five.

Number 25. Which is the way to write forty-nine dollars and nine cents? . . . . forty-nine dollars and nine cents.

Number 26. Don just barely missed the 2:45 bus. How long will he have to wait for the 3:05 bus? . . . . 2:45 to 3:05--is that twenty minutes, forty-five minutes, or one hour and twenty minutes?

Number 27. Which of these is about six inches long? . . . . about six inches long.

Number 28. Which of these is the longest? . . . . the longest--two yards, four feet, or thirty-seven inches?

Number 29. It will take me twenty minutes to walk to Ann's house. About how many miles away is it? . . . . It will take me twenty minutes to walk there. About how many miles away is it?

Number 30. Each of the five children is to get a pint of milk. We will need at least how many quarts? . . . . five children . . . . one pint each . . . . at least how many quarts?

Go on to the next page.

Number 31. Which of these groups would usually weigh more than one hundred fifty pounds? . . . . more than one hundred fifty pounds.

Number 32. This jar of juice was full until one cup was poured. About how many cups are left? . . . . It was full . . . . One was poured out. About how many are left?

Number 33. Which shows things that are most alike? . . . . things most alike.

Number 34. How many more blocks would be needed to fill this up and make it a square? . . . . How many more would be needed to fill it up and make it a square?

Number 35. Look at the game board in the arrow. In this game you can move your token only on the lines. You cannot cut across. Where will your token be if you move up two and over one? . . . . Blacken the circle under the box which shows where your your token will be if you move up two and over one.

Number 36. Look at the game board in the arrow. If you play by the rules of the game, which two tokens are farthest apart? . . . . Blacken the circle under the box that has a picture of these two tokens.

Stop.

You should allow a short rest period of five minutes or so. When the students are ready to begin again, say:

Open your book to the page with the two cats at the top. (Demonstrate.) In this part, you are going to answer a different kind of question. For each row, look at what is in the arrow. Then, blacken the circle under the box that goes best with what is in the arrow.

Look at the arrow with the two cats in it. Blacken the circle under the box that goes best with the two cats. . . . The correct box is the first one, with the 2 in it. (Make sure that every child marked the example correctly.)

Now you are going to work quietly and do all the rest of the book by yourself. In each row, look at the arrow. Then, blacken the circle under the box that goes best with the arrow. Blacken just one box in each row. When you get to the bottom of a page, go right on to the next page. Keep going until you come to the end, number 53. Then, close your book and put your pencil down. Sit quietly until everyone has finished.

In each row, look at the arrow and blacken the circle under the box that goes best with the arrow. All right, begin.

Walk among the students to make sure that they are blackening the circles properly and working on the pages successively. Answer any questions about procedure, but do not give them any information or clues about particular answers. Allow enough time, in your judgement, for all the children to finish the survey.

When all have finished, say:

Fold your green book neatly. (Demonstrate and assist as necessary.)

Put your brown book on top of your green book.

Collect the books. Keep the books organized so that each student's books are together with Book A (brown) on top; and so that, down a particular stack, the books will alternate--brown, green; brown, green, etc. You should throw the Student Identification Cards away. Check to make certain that you have two books from every student, and that you have the same quantity of materials that you received from your principal.

Any irregularities should be recorded on your Irregularity Report; then return all your survey materials to your school principal.

IRREGULARITY REPORT

Return ONLY if an irregularity occurs which must be reported. See pages 6 through 8 of the SCHOOL PRINCIPAL'S MANUAL.

SCHOOL SURVEY TESTS

GRADE 3

GROUP IRREGULARITIES

List answer sheet serial numbers of students involved on reverse side.

GROUP MISTIMINGS ONLY

_ _ _ _ _ _ _ _ _ _ _ _ _

SURVEY PART

OTHER GROUP IRREGULARITIES

_ _ _ _ _ _ _ _ _ _ _ _ _ _

SURVEY PART

INDIVIDUAL STUDENT IRREGULARITIES

defective materials	cheating	withdrawal	other	ANSWER SHEET SERIAL NUMBER	SURVEY PART
REMARKS:					
REMARKS:					
REMARKS:					
REMARKS:					

PRINCIPAL: If you are submitting more than one Irregularity Report for this grade, indicate total number ______.

If additional space is required, use the reverse side.

____
Principal's Signature

____
Administrator's Signature

FORM NCR

SERIAL NUMBER

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

EDUCATIONAL OPPORTUNITIES SURVEY

SCHOOL SURVEY TESTS

GRADE 3—BOOK A

OE 2232C-7

Bureau Of The Budget No. 51-6518
Approval Expires June 30, 1966

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Educational Testing Service, Princeton, New Jersey

DO NOT WRITE IN THIS SPACE

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

PART IV

1. Which one are you?
   - ○ Boy
   - ○ Girl

2. How old are you now?
   - ○ 7 or younger
   - ○ 8
   - ○ 9
   - ○ 10
   - ○ 11 or older

3. Are you . . . .
   - ○ Negro
   - ○ White
   - ○ American Indian
   - ○ Oriental
   - ○ Other

4. Are you Puerto Rican?
   - ○ Yes
   - ○ No

5. Are you Mexican American?
   - ○ Yes
   - ○ No.

6. How many people live in your home? Count mother, father, brothers, sisters, aunts, uncles, grandparents, and any others who live with you. Count yourself but **don't** count your pets.
   - ○ 2
   - ○ 3
   - ○ 4
   - ○ 5
   - ○ 6
   - ○ 7
   - ○ 8
   - ○ 9
   - ○ 10
   - ○ 11 or more

7. How many children (under 18) are in your family? Count yourself.
   - ○ 1 – only me
   - ○ 2
   - ○ 3
   - ○ 4
   - ○ 5
   - ○ 6
   - ○ 7
   - ○ 8
   - ○ 9
   - ○ 10 or more

8. Who is now a father to you?
   - ○ My real father, who is living at home
   - ○ My real father, who is not living at home
   - ○ My stepfather
   - ○ My foster father
   - ○ My grandfather
   - ○ Another relative (uncle, etc.)
   - ○ Another grownup (not a relative)
   - ○ No one

9. Who is now a mother to you?
   - ○ My real mother, who is living at home
   - ○ My real mother, who is not living at home
   - ○ My stepmother
   - ○ My foster mother
   - ○ My grandmother
   - ○ Another relative (aunt, etc.)
   - ○ Another grownup (not a relative)
   - ○ No one

10. Does your mother go to work?
    - ○ Yes
    - ○ No
    - ○ I don't have a mother

11. Did anyone read to you before you started going to school?
    - ○ No
    - ○ Yes, sometimes
    - ○ Yes, a lot
    - ○ I don't remember

12. Does anyone in your home speak a language other than English most of the time? (Spanish, Italian, Polish, German, etc.)
    - ○ Yes
    - ○ No

13. Do you speak a language other than English outside of school?
    - ○ Yes
    - ○ No

14. How many rooms are there in your home? Count only the rooms your family lives in. Count the kitchen (if separate) but not bathrooms.
    - ○ 1
    - ○ 2
    - ○ 3
    - ○ 4
    - ○ 5
    - ○ 6
    - ○ 7
    - ○ 8
    - ○ 9
    - ○ 10 or more

15. Does your family have a television set?
    - ○ Yes
    - ○ No

16. Does your family have a telephone?
    - ○ Yes
    - ○ No

17. Does your family have a record player, hi-fi, or stereo?
    - ○ Yes
    - ○ No

18. Does your family have a refrigerator?
    - ○ Yes
    - ○ No

19. Does your family have a dictionary?
○ Yes
○ No ○ I don't know

20. Does your family have an encyclopedia?
○ Yes
○ No ○ I don't know

21. Does your family have an automobile?
○ Yes ○ No

22. Does your family have a vacuum cleaner?
○ Yes ○ No

23. Does your family get a newspaper every day?
○ Yes ○ No

24. Did you read any books last summer? **Don't** count magazines, weekly readers, or comic books.
○ No
○ Yes, 1 or 2 ○ Yes, about 10
○ Yes, about 5 ○ Yes, more than 10

25. On school days, how much time do you watch TV at home?
○ None or almost none
○ About ½ hour a day
○ About 1 hour a day
○ About 1½ hours a day
○ About 2 hours a day
○ About 3 hours a day
○ Four or more hours a day

26. How many different schools have you gone to since the first grade? Count only schools which you went to during the day.
○ One – only this school
○ 2 ○ 4
○ 3 ○ 5 or more

27. If you had your choice, would you rather go to another school than to this one?
○ Yes
○ No ○ I'm not sure

28. Do most of your classmates like you?
○ Yes ○ No

29. How good a student are you?
○ One of the best students in my class
○ Above the middle of my class
○ In the middle of my class
○ Below the middle of my class
○ Near the bottom of my class

30. How good a student does your mother want you to be in school?
○ One of the best students in my class
○ Above the middle of the class
○ In the middle of my class
○ Just good enough to get by
○ Don't know or doesn't apply

31. How good a student does your father want you to be in school?
○ One of the best students in my class
○ Above the middle of my class
○ In the middle of my class
○ Just good enough to get by
○ Don't know or doesn't apply

32. Did you have a Negro teacher last year? **Don't** count substitutes.
○ Yes ○ No

33. How many of your friends are white?
○ None
○ A few ○ Most of them
○ About half ○ All of them

34. Did you go to kindergarten?
○ Yes ○ No

35. Did you go to nursery school before you went to kindergarten?
○ Yes
○ No ○ I don't remember

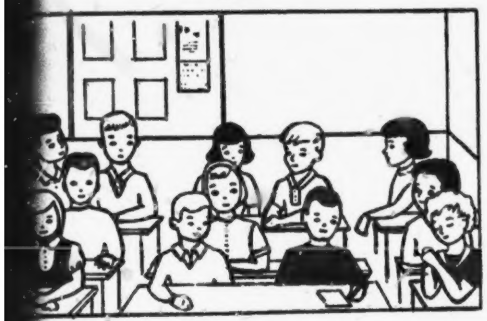
36. What grade were you in last year?
○ First
○ Second
○ Third

37. How long does it take you to get from your home in the morning to school?
○ 10 minutes
○ 20 minutes
○ 30 minutes
○ 45 minutes
○ One hour or more

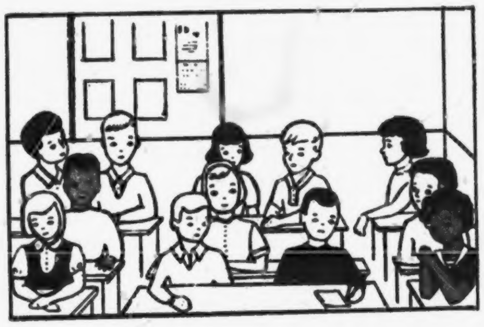
38. How do you usually come to school in the morning?
○ By automobile
○ Walk or bicycle
○ School bus
○ Bus (other than school bus), train, trolley, or subway
○ Other

k around your class and then look at each of the pictures below. There are questions about these pictures. For each question fill in the circle that has same letter as the picture you choose.

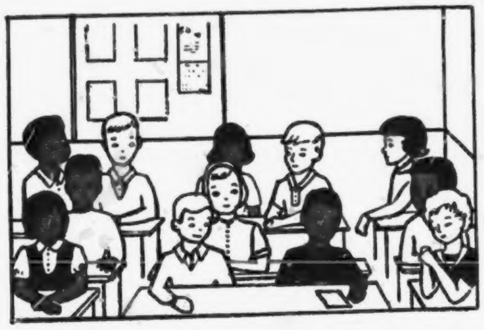
A



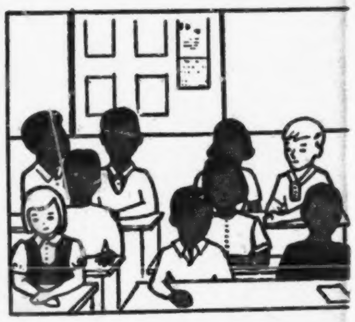
B



C



D



39. Find the picture that looks **most** like the children in your class **now.**

A ○ B ○ C ○ D ○

40. Find the picture that looks **most** like the children in your class **last** year.

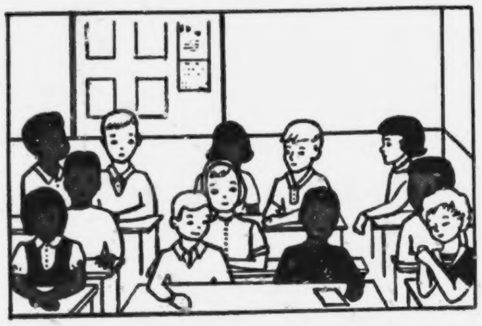
A ○ B ○ C ○ D ○

43. Find the picture which looks **most** like your good friends.

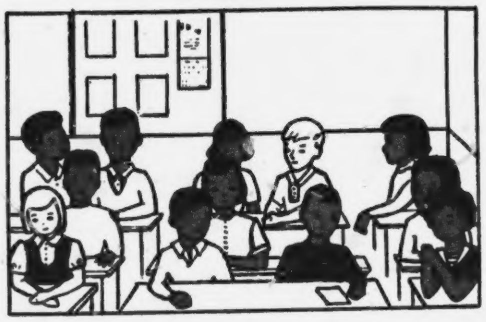
A ○ B ○ C ○ D ○

e
s

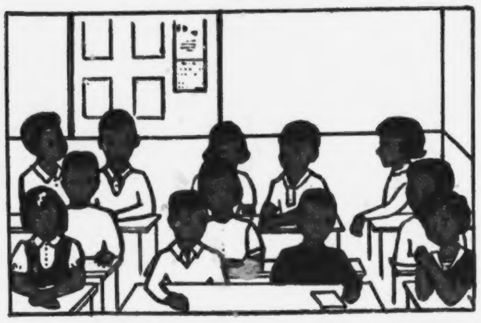
C



D



E



now.

C ○ D ○ E ○

ast year.

C ○ D ○ E ○

C ○ D ○ E ○

TO BE FILLED OUT BY TEACHER ONLY

48
A ○
B ○
C ○
D ○
E ○
F ○
G ○

49
A ○
B ○
C ○
D ○
E ○
F ○
G ○
H ○
I ○

50
A ○
B ○
C ○
D ○
E ○
F ○
G ○
H ○
I ○

51
A ○
B ○
C ○
D ○
E ○
F ○
G ○
H ○
I ○
J ○
K ○

52
Yes ○

No ○

SCHOOL SURVEY TESTS - SIXTH GRADE

ADMINISTRATOR'S MANUAL

This Manual contains the specific instructions for the administration of the School Survey Tests for the Sixth Grade. All the directions which you are to read aloud to the students are enclosed in boxes. You are not to depart from these directions or to answer any questions regarding the content of the tests in the Survey.

The actual survey time will cover approximately two hours and 40 minutes. You should allow additional time for the distribution and collection of survey materials and for the reading of the directions to the students.

You will receive general instructions concerning the administration of the survey from your school principal. He will explain the use of the Irregularity Report at the back of this Manual.

Some of the materials necessary for the administration of the survey will be distributed to you by your school principal. Other materials should be supplied by you. All the materials are on the following list, with check spaces for your convenience.

Check List -- Equipment supplied by the school principal:

( ) 1. Survey booklets (blue circle on covers)

( ) 2. Answer sheets

( ) 3. This Administrator's Manual which includes an Irregularity Report on the inside back cover

Check List -- Equipment supplied by you:

( ) 1. A reliable watch with a sweep second hand (not a stop watch) which you are willing to adjust as the instructions require*

( ) 2. A clock (alarm-clock size or larger), in the event that there is no clock in the examination room. If this is not possible, you can post the amount of time remaining at regular intervals.*

( ) 3. Several #2 pencils with erasers, and a pencil sharpener. Students should be told in advance to have #2 pencils with them.

( ) 4. Scissors, to expedite the opening of the plastic bags which contain the answer sheets

* There always should be two timepieces in each survey administration room as a check to prevent mistiming.

223-741 O - 66 - 40

When the students have been seated and are ready to begin, read the directions which follow, pausing where 4 dots appear to allow the appropriate amount of time for the procedure described to be carried out.

> Is there anyone who does not have a #2 pencil with an eraser with him? . . . .

Give a pencil to any student who does not have one with him.

> Each of you will be given an answer sheet and a survey booklet. Do not write anything on the answer sheet until I tell you what to do. When you get your survey booklet, read the directions on the back cover and look up at me when you have finished. Do not open the survey booklet until I tell you to do so.

Distribute the answer sheets and the survey booklets, in that order, to each student individually. Make sure that all survey booklets remain closed. When every student has had time to read the directions on the back cover of the survey booklet, say:

> Place your answer sheet so that the title "School Survey Tests" is at the top, and look at the area labeled "Identification Number." . . . . Your Identification Number is printed in red in the six large boxes. Under each large box is a column of spaces labeled from 1 to 0. Go down the column under each large box, find the space containing the corresponding digit, and blacken that space. For example, if the digit in the first large box is 3, go down the column under it until you find the space labeled 3 and blacken that space. Note that zeros are to be treated the same way as any other digit. When you have finished, look up at me. Are there any questions? . . . .

Answer all questions concerning procedures. When all the students have gridded their identification numbers, say:

You will have approximately 2 hours and 40 minutes to work on the survey. Look at the area labeled "Part I." There are 6 parts and a Questionnaire in the survey. The time for each part will be announced as you begin that part. You may not omit any part. If you finish a part ahead of time, check your work on that part. You may not work ahead on a part that has not been announced nor may you go back to a previous part. Be sure that all your answer marks are black and that they fill the answer spaces completely. Do not make any stray marks on your answer sheet. If you erase, do so completely. Incomplete erasures might be read as intended answers. Be certain that for every answer space you blacken, the number there is the same as the number of the question in the survey booklet. Scratch paper is not permitted. Scratch work may be done in the survey booklet, but not on the answer sheet. You will receive no credit for anything you write in the survey booklet. The results of your work must be recorded by blackening the appropriate space on your answer sheet. You are to ask no questions during the survey. If your survey booklet, answer sheet or pencil is defective, raise your hand. Keep your answer sheet and your survey booklet flat on your desk directly in front of you during the survey. You should have nothing on your desk but your survey booklet, answer sheet and pencils. Remember that you are to ask no questions during the survey, so you must ask them now. Are there any questions? . . . .

Answer all questions concerning procedure. Then, say:

Open your survey booklet to Part 1 and read the directions. Do not turn the page until I tell you to do so.

Set your watch at 8:59. When the watch reads exactly 9:00, say:

AT 9:00

> You will have 15 minutes to work on Part 1. Turn the page and begin work. You may turn back to the directions if you wish.

You and/or the proctors should walk about just after the beginning of each part to make sure that each student is working on the correct part and is marking his answers in the appropriate area of his answer sheet.

AT 9:15

> Stop. Turn to the directions for Part 2. Study the sample but do not turn the page until I tell you to do so.

Set your watch at 9:14. When the watch reads exactly 9:15, say:

AT 9:15

> You will have 10 minutes to work on Part 2. Turn the page and begin work. You may turn back to the directions if you wish.

AT 9:25

> Stop. Turn to the directions for Part 3. Study the directions and look at the first sample question . . . . Now look at the second sample question. Here there are two pairs of pictures: a big dog and a little dog, and a big cat and a little cat. The cow does not belong to either pair, so the cow is the correct answer . . . . Now look at the third sample question. Here also there are two pairs of pictures. The comb does not belong in either pair, so it is the correct answer . . . . In the fourth sample, the right answer is the pig, because it is the only animal that is not running. It is different from all the others . . . .

Set your watch at 9:24. When the watch reads exactly 9:25, say:

You will have 8 minutes to work on Part 3. Turn the page and begin work. You may turn back to the directions if you wish. AT 9:25

Stop. Turn to the directions for Part 4. Study the directions and look at the first sample question . . . . Now look at the second sample question. The first pair is a white circle and a black circle, so the second pair should be the white square and the black square. In the third sample question, the second choice is the right answer: square, square with little square inside -- triangle, triangle with little triangle inside. Now look at the fourth sample question. Here the first choice is the right answer: the second figure is formed by turning the first upside down . . . . AT 9:33

Set your watch at 9:34. When the watch reads exactly 9:35, say:

You will have 8 minutes to work on Part 4. Turn the page and begin work. You may turn back to the directions if you wish. AT 9:35

Stop. Read the directions for Part 5, but do not turn the page until I tell you to do so. AT 9:43

Set your watch at 9:44. When the watch reads exactly 9:45, say:

You will have 35 minutes to work on Part 5. Turn the page and begin work. You may turn back to the directions if you wish. AT 9:45

Stop. Place your answer sheet inside your survey booklet, close your survey booklet, and leave it closed on your desk. You will have a five minute rest period. During this time you may stand by AT 10:20

your seat but you are not to talk.

You and/or the proctors should walk about the room during the rest period to make sure that all survey booklets are closed and that all answer sheets are inside the survey booklets.

Students may go to the rest room during the rest period. Make sure that all survey materials are left in the survey administration room, and that the survey booklets remain closed with the answer sheets inside.

A short time before the end of the rest period, say:

Attention, please. Take your seat and get ready to resume work.

When everyone is seated, set your watch at 10:24. When the watch reads exactly 10:25, say:

AT 10:25

You will have 35 minutes to work on Part 6. Turn to Part 6, read the directions, and begin work.

AT 11:00

Stop. The last part of this survey is a Questionnaire. You should try to answer all the questions as best you can. Neither I nor anyone else will see how you answer the questions -- those who are conducting the survey will know you only by the Identification Number on your answer sheet. You will have 45 minutes to work on the Questionnaire. If you finish early, close your survey booklet and sit quietly until everyone has finished. Now, turn to the Questionnaire and begin work.

Survey administrators may answer questions concerning meaning or interpretation of Questionnaire items.

AT 11:30

Try to finish within the next 15 minutes.

At this point, walk about the room and encourage those who are straggling. Even if you must take over 45 minutes, allow everyone sufficient time to complete the Questionnaire. When everyone has finished, say:

> Close your survey booklet. Do not put your answer sheet in your survey booklet. First the survey booklets and then the answer sheets will be collected. Please do not talk.

Collect the survey booklets and the answer sheets, separately and in that order, from each student individually, and count them. Check to make certain you have a booklet and an answer sheet from each student, and that you have the same quantity of materials that you received from your principal.

Any irregularities should be recorded on your Irregularity Report; then return all your survey materials to your school principal.

LIST HERE SERIAL NUMBERS OF STUDENTS AFFECTED BY GROUP IRREGULARITIES

IRREGULARITY REPORT

Return ONLY if an irregularity occurs which must be reported. See pages 6 through 8 of the SCHOOL PRINCIPAL'S MANUAL.

SCHOOL SURVEY TESTS

GRADE 6

GROUP IRREGULARITIES

List answer sheet serial numbers of students involved on reverse side.

GROUP MISTIMINGS ONLY

- - - - - - - - - - - - -

SURVEY PART

OTHER GROUP IRREGULARITIES

- - - - - - - - - - - - -

SURVEY PART

INDIVIDUAL STUDENT IRREGULARITIES

defective materials	cheating	withdrawal	other	ANSWER SHEET SERIAL NUMBER	SURVEY PART

REMARKS:

defective materials	cheating	withdrawal	other	ANSWER SHEET SERIAL NUMBER	SURVEY PART

REMARKS:

defective materials	cheating	withdrawal	other	ANSWER SHEET SERIAL NUMBER	SURVEY PART

REMARKS:

defective materials	cheating	withdrawal	other	ANSWER SHEET SERIAL NUMBER	SURVEY PART

REMARKS:

PRINCIPAL: If you are submitting more than one Irregularity Report for this grade, indicate total number _____.

If additional space is required, use the reverse side.

____
Principal's Signature

____
Administrator's Signature

Educational Opportunities Survey

FORM NCR

SCHOOL SURVEY TESTS

6

GRADE

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Part VII QUESTIONNAIRE

Mark the space on the answer sheet corresponding to the answer that is correct for you for each question. Mark only one answer for each question. You may leave out any question you prefer not to answer.

1. Are you a boy or girl?

(A) Boy
(B) Girl

2. How old are you now?

(A) 9 or younger
(B) 10
(C) 11
(D) 12
(E) 13 or older

3. Where were you born?

(A) In this city, town, or county
(B) Somewhere else in this state
(C) In another state in the U. S.
(D) In Puerto Rico
(E) In Mexico
(F) In Canada
(G) In some other country
(H) I don't know

4. Which one of the following best describes you?

(A) Negro
(B) White
(C) American Indian
(D) Oriental
(E) Other

5. Are you Puerto Rican?

(A) Yes
(B) No

6. Are you Mexican American?

(A) Yes
(B) No

7. How many people live in your home? Count mother, father, brothers, sisters, aunts, uncles, grandparents, and any others who live with you. Count yourself but don't count your pets.

(A) 2
(B) 3
(C) 4
(D) 5
(E) 6
(F) 7
(G) 8
(H) 9
(I) 10
(J) 11 or more

8. How many children (under 18) are in your family? Count yourself.

(A) 1—only me
(B) 2
(C) 3
(D) 4
(E) 5
(F) 6
(G) 7
(H) 8
(I) 9
(J) 10 or more

9. Who acts as your father?

(A) My real father, who is living at home
(B) My real father, who is not living at home
(C) My stepfather
(D) A foster father
(E) A grandfather
(F) Other relative (uncle, etc.)
(G) Other adult
(H) No one

10. Who acts as your mother?

(A) My real mother, who is living at home
(B) My real mother, who is not living at home
(C) My stepmother
(D) A foster mother
(E) A grandmother
(F) Other relative (aunt, etc.)
(G) Other adult
(H) No one

GO ON TO THE NEXT PAGE.

For all questions about your mother and father, answer them for the persons you said were acting as your mother and father in questions 9 and 10.

11. How far in school did your father go?
    - (A) None, or some grade school
    - (B) Completed grade school
    - (C) Some high school, but did not graduate
    - (D) Graduated from high school
    - (E) Vocational or business school after high school
    - (F) Some college, but less than 4 years
    - (G) Graduated from a 4-year college
    - (H) Attended graduate or professional school
    - (I) I don't know

12. What kind of work does, or did, your father usually do? If it is not in the list below, mark whatever seems to be the closest for his main job.
    - (A) Draftsman or medical technician
    - (B) Banker, company officer, or government official
    - (C) Store owner or manager, office manager
    - (D) Sales clerk, office clerk, truck driver, waiter, policeman, bookkeeper, mailman, barber
    - (E) Salesman
    - (F) Farm or ranch manager or owner
    - (G) Farm worker on one or more than one farm
    - (H) Factory worker, laborer, or gas station attendant
    - (I) Doctor, lawyer, clergyman, engineer, scientist, teacher, professor, artist, accountant
    - (J) Carpenter, electrician, mechanic, tailor, or foreman in a factory
    - (K) Don't know

13. Where was your mother born?
    - (A) In this state
    - (B) In another state in the U. S.
    - (C) In Puerto Rico
    - (D) In Mexico
    - (E) In Canada
    - (F) In some other country
    - (G) I don't know

14. How far in school did your mother go?
    - (A) None, or some grade school
    - (B) Completed grade school
    - (C) Some high school, but did not graduate
    - (D) Graduated from high school
    - (E) Vocational or business school after high school
    - (F) Some college, but less than 4 years
    - (G) Graduated from a 4-year college
    - (H) Attended graduate or professional school
    - (I) I don't know

15. Does your mother have a job outside your home?
    - (A) Yes, full-time
    - (B) Yes, part-time
    - (C) No

16. Does anyone in your home speak a language other than English most of the time? (German, Italian, Spanish, etc.)
    - (A) Yes
    - (B) No

17. Do you speak a language other than English outside of school?
    - (A) Yes
    - (B) No

18. Did anyone at home read to you when you were small, before you started to school?
    - (A) No
    - (B) Once in a while
    - (C) Many times, but not regularly
    - (D) Many times and regularly
    - (E) I don't remember

19. Does your family have a television set?
    - (A) Yes
    - (B) No

20. Does your family have a telephone?
    - (A) Yes
    - (B) No

21. Does your family have a record player, hi-fi, or stereo?
    - (A) Yes
    - (B) No

22. Does your family have a refrigerator?
    - (A) Yes
    - (B) No

GO ON TO THE NEXT PAGE.

23. Does your family have a dictionary?
(A) Yes
(B) No
(C) I don't know

24. Does your family have an encyclopedia?
(A) Yes
(B) No
(C) I don't know

25. Does your family have an automobile?
(A) Yes
(B) No

26. Does your family have a vacuum cleaner?
(A) Yes
(B) No

27. Does your family get a newspaper every day?
(A) Yes
(B) No

28. Did you read any books during the last summer? (Do not count magazines or comic books.)
(A) No
(B) Yes, 1 or 2
(C) Yes, about 5
(D) Yes, about 10
(E) Yes, more than 10

29. On school days, how much time do you watch TV at home?
(A) None or almost none
(B) About $\frac{1}{2}$ hour a day
(C) About 1 hour a day
(D) About $1\frac{1}{2}$ hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) Four or more hours a day

30. How many different schools have you gone to since you started the first grade?
(A) One—Only this school
(B) 2
(C) 3
(D) 4
(E) 5 or more

31. Last year how many of the students in your class were white?
(A) None
(B) A few
(C) About half
(D) Most of them
(E) All of them

32. About how much time do you spend each day on homework? ("Homework" means school assignments that you do at home.)
(A) I have no homework
(B) About $\frac{1}{2}$ hour a day
(C) About 1 hour a day
(D) About $1\frac{1}{2}$ hours a day
(E) About 2 or more hours a day

33. If I could change, I would be someone different from myself.
(A) Yes
(B) No
(C) Not sure

34. I can do many things well.
(A) Yes
(B) No
(C) Not sure

35. I would go to another school rather than this one if I could.
(A) Yes
(B) No
(C) Not sure

36. I like school.
(A) Yes
(B) No

37. I sometimes feel I just can't learn.
(A) Yes
(B) No

GO ON TO THE NEXT PAGE.

38. People like me don't have much of a chance to be successful in life.
    - (A) Agree
    - (B) Not sure
    - (C) Disagree

39. Most of my classmates like me.
    - (A) Yes
    - (B) Not sure
    - (C) No

40. How good a student are you?
    - (A) One of the best students in my class
    - (B) Above the middle of my class
    - (C) In the middle of my class
    - (D) Below the middle of my class
    - (E) Near the bottom of my class

41. How good a student does your mother want you to be in school?
    - (A) One of the best students in my class
    - (B) Above the middle of the class
    - (C) In the middle of my class
    - (D) Just good enough to get by
    - (E) Don't know

42. How good a student does your father want you to be in school?
    - (A) One of the best students in my class
    - (B) Above the middle of the class
    - (C) In the middle of my class
    - (D) Just good enough to get by
    - (E) Don't know

43. Did you have a non-white teacher last year (for example Negro, American Indian, Oriental)? Don't count substitute teachers.
    - (A) Yes
    - (B) No

44. Think now of your close friends. How many of them are white?
    - (A) None
    - (B) A few
    - (C) About half
    - (D) Most of them
    - (E) All of them

45. Did you go to kindergarten?
    - (A) Yes
    - (B) No

46. Did you go to nursery school before you went to kindergarten?
    - (A) Yes
    - (B) No
    - (C) I don't remember

47. What grade were you in last year?
    - (A) Fourth
    - (B) Fifth
    - (C) Sixth

48. About how long does it take you to get from your home in the morning to school?
    - (A) 10 minutes or less
    - (B) 20 minutes
    - (C) 30 minutes
    - (D) 45 minutes
    - (E) One hour or more

49. How do you usually come to school in the morning?
    - (A) By automobile
    - (B) Walk or bicycle
    - (C) School bus
    - (D) Train, trolley, subway, or bus other than school bus
    - (E) Other

50. Is there another public school with your grade as close or closer to your home than this one?
    - (A) Yes
    - (B) No
    - (C) Don't know

51. Mark the highest grade you want to finish in school.
    - (A) Grades 6 or 7
    - (B) Grades 8 or 9
    - (C) Grades 10 or 11
    - (D) Grade 12
    - (E) College

52. Think now who you would like most to have for your classmates. How many of them would be white?
    - (A) None
    - (B) A few
    - (C) About half
    - (D) Most of them
    - (E) All of them
    - (F) It doesn't matter

GO ON TO THE NEXT PAGE.

53. When you finish school, what sort of job do you think you will have? Pick the one that is closest.

BOYS ANSWER FROM THE SELECTIONS BELOW

(A) Draftsman or medical technician
(B) Banker, company officer, or government official
(C) Store owner or manager, office manager
(D) Sales clerk, office clerk, truck driver, waiter, policeman, bookkeeper, mailman, barber
(E) Salesman
(F) Farm or ranch manager or owner
(G) Farm worker on one or more than one farm
(H) Factory worker, laborer, or gas station attendant
(I) Doctor, lawyer, clergyman, engineer, scientist, teacher, professor, artist, accountant
(J) Carpenter, electrician, mechanic, tailor, or foreman in a factory
(K) Don't know

GIRLS ANSWER FROM THE SELECTIONS BELOW

(A) Housewife only
(B) Doctor, lawyer, scientist
(C) Beautician
(D) Bookkeeper or secretary
(E) Waitress or laundry worker
(F) School teacher
(G) Nurse
(H) Saleslady
(I) Maid or domestic servant
(J) Factory worker
(K) Don't know

---

54. How often do you and your parents talk about your school work?

(A) Just about every day
(B) Once or twice a week
(C) Occasionally, but not often
(D) Never or hardly ever

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

Educational Opportunities Survey

SCHOOL SURVEY TESTS

This test book is divided into several parts, or tests, and a questionnaire. The tests are to find out how well you can do certain types of problems; the questionnaire is to find out certain facts about you.

Your teacher will tell you the time limit for each of the tests. During that time you are to work on that test only. The teacher will tell you when to begin and when to end each test. If you finish a test before time is called, you may check your work on it; but you may not work on any of the others.

Do not worry if you are unable to finish a test or if there are some questions you cannot answer. Many students leave questions unanswered and no one is expected to get everything right. You should work as rapidly as you can without sacrificing accuracy.

If a question seems too difficult for you go on to the next question rather than waste your time. Your scores will be determined by the number of correct answers. YOU ARE TO INDICATE ALL OF YOUR ANSWERS ON THE SEPARATE ANSWER SHEET THAT HAS BEEN GIVEN TO YOU. You may use the margins of the test book for scratchwork, but no credit will be given for anything written in the test book. Be sure that all your marks are black and that they completely fill the answer space; do not make any stray marks on your answer sheet. If you erase, do so completely; an incomplete erasure may be considered as an intended response. MARK ONLY ONE ANSWER TO EACH QUESTION.

The last part is a questionnaire. It asks questions about you and your family. Whatever is true for you is the right answer for each question. Therefore, you probably know the answer to all of the questions on the questionnaire. If there are any questions you prefer not to answer, you may leave them out.

Your test answers and scores, and answers to the questionnaire will be private. DO NOT WRITE YOUR NAME ON THE TEST BOOK OR THE ANSWER SHEET.

DO NOT OPEN THIS TEST BOOK UNTIL YOU ARE TOLD TO DO SO.

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SCHOOL SURVEY TESTS - TWELFTH GRADE

ADMINISTRATOR'S MANUAL

This Manual contains the specific instructions for the administration of the School Survey Tests for the Twelfth Grade. All the directions which you are to read aloud to the students are enclosed in boxes. You are not to depart from these directions or to answer any questions regarding the content of the tests in the Survey.

The actual survey time will cover approximately three hours and 25 minutes. You should allow additional time for the distribution and collection of survey materials and for the reading of the directions to the students.

You will receive general instructions concerning the administration of the survey from your school principal. He will explain the use of the Irregularity Report at the back of this Manual.

Some of the materials necessary for the administration of the survey will be distributed to you by your school principal. Other materials should be supplied by you. All the materials are on the following list, with check spaces for your convenience.

Check List -- Equipment supplied by the school principal:

( ) 1. Survey booklets (yellow circle on covers)
( ) 2. Answer sheets
( ) 3. This Administrator's Manual, which includes an Irregularity Report on the inside back cover

Check List -- Equipment supplied by you:

( ) 1. A reliable watch with a sweep second hand (not a stop watch) which you are willing to adjust as the instructions require*
( ) 2. A clock (alarm-clock size or larger), in the event that there is no clock in the examination room. If this is not possible, you can post the amount of time remaining at regular intervals.*
( ) 3. Several #2 pencils with erasers, and a pencil sharpener. Students should be told in advance to have #2 pencils with them.
( ) 4. Scissors, to expedite the opening of the plastic bags which contain the answer sheets

* There always should be two timepieces in each survey administration room as a check to prevent mistiming.

When the students have been seated and are ready to begin, read the directions which follow, pausing where 4 dots appear to allow the appropriate amount of time for the procedure described to be carried out.

> Is there anyone who does not have a #2 pencil with an eraser with him? . . . .

Give a pencil to any student who does not have one with him.

> Each of you will be given an answer sheet and a survey booklet. Do not write anything on the answer sheet until I tell you what to do. When you get your survey booklet, read the directions on the back cover and look up at me when you have finished. Do not open the survey booklet until I tell you to do so.

Distribute the answer sheets and the survey booklets, in that order, to each student individually. Make sure that all survey booklets remain closed. When every student has had time to read the directions on the back cover of the survey booklet, say:

> Place your answer sheet so that the title "School Survey Tests Educational Opportunities Survey" is on your right, and look at the area labeled "Identification Number.". . . . Your Identification Number is printed in red in the six large boxes. Under each large box is a column of spaces labeled from 1 to 0. Go down the column under each large box, find the space containing the corresponding digit, and blacken that space. For example, if the digit in the first large box is 3, go down the column under it until you find the space labeled 3 and blacken that space. Note that zeros are to be treated the same way as any other digit. When you have finished, look up at me. Are there any questions? . . . .

Answer all questions concerning procedures. When all the students have gridded their identification numbers, say:

> Now turn your answer sheet over to Side 2. Your Identification Number has been printed on this side also. Blacken the appropriate spaces beneath your Identification Number as you have done before . . . . Are there any questions? . . . .

Answer all questions concerning procedures. Then say:

Now turn your answer sheet to the first side and look at the area labeled "Part I." You will have approximately 3 hours and 25 minutes to work on the survey. There are 7 parts and a Questionnaire in the survey. The time for each part will be announced as you begin that part. You may not omit any part. If you finish a part ahead of time, check your work on that part. You may not work ahead on a part that has not been announced nor may you go back to a previous part. Be sure that all your answer marks are black and that they fill the answer spaces completely. Do not make any stray marks on your answer sheet. If you erase, do so completely. Incomplete erasures might be read as intended answers. Be certain that for every answer space you blacken, the number there is the same as the number of the question in the survey booklet. Scratch paper is not permitted. Scratch work may be done in the survey booklet, but not on the answer sheet. You will receive no credit for anything you write in the survey booklet. The results of your work must be recorded by blackening the appropriate space on your answer sheet. You are to ask no questions during the survey. If your survey booklet, answer sheet or pencil is defective, raise your hand. Keep your answer sheet and your survey booklet flat on your desk directly in front of you during the survey. You should have nothing on your desk but your survey booklet, answer sheet and pencils. Remember that you are to ask no questions during the survey, so you must ask them now. Are there any questions? . . . .

Answer all questions concerning procedure. Then, say:

Open your survey booklet to Part 1 and read the directions. Do not turn the page until I tell you to do so.

Set your watch at 8:59. When the watch reads exactly 9:00, say:

AT 9:00

> You will have 15 minutes to work on Part 1. Turn the page and begin work. You may turn back to the directions if you wish.

You and/or the proctors should walk about just after the beginning of each part to make sure that each student is working on the correct part and is marking his answers in the appropriate area of his answer sheet.

AT 9:15

> Stop. Turn to the directions for Part 2. Study the sample but do not turn the page until I tell you to do so.

Set your watch at 9:14. When the watch reads exactly 9:15, say:

AT 9:15

> You will have 10 minutes to work on Part 2. Turn the page and begin work. You may turn back to the directions if you wish.

AT 9:25

> Stop. Look at the directions for Part 3. Study the directions and look at the first sample question . . . . Now look at the second sample question. Drawing G, the circle, is the right answer. It is round, and all of the others have straight sides. . . . Now look at the third sample question. Circle A is the right answer because it is turning in a direction different from all of the others. . . . In the fourth sample, Drawing J is the right answer. It has 4 sides, and all of the others have only 3 sides . . . .

Set your watch at 9:24. When the watch reads exactly 9:25, say:

You will have 8 minutes to work on Part 3. Turn the page and begin work. You may turn back to the directions if you wish. AT 9:25

Stop. Turn to the directions for Part 4. Study the directions and look at the first sample question . . . . Now look at the second sample question. The first pair is a white circle and a black circle, so the second pair should be the white square and the black square. In the third sample question, the second choice is the right answer: square, square with little square inside -- triangle, triangle with little triangle inside. Now look at the fourth sample question. Here the first choice is the right answer: the second figure is formed by turning the first upside down . . . . AT 9:33

Set your watch at 9:34. When the watch reads exactly 9:35, say:

You will have 8 minutes to work on Part 4. Turn the page and begin work. You may turn back to the directions if you wish. AT 9:35

Stop. Read the directions for Part 5, but do not turn the page until I tell you to do so. AT 9:43

Set your watch at 9:44. When the watch reads exactly 9:45, say:

You will have 35 minutes to work on Part 5. Turn the page and begin work. You may turn back to the directions if you wish. AT 9:45

Stop. Place your answer sheet inside your survey booklet, close your survey booklet, and leave it closed on your desk. You will have a five minute rest period. During this time you may stand by AT 10:20

your seat but you are not to talk.

You and/or the proctors should walk about the room during the rest period to make sure that all survey booklets are closed and that all answer sheets are inside the survey booklets.

Students may go to the rest room during the rest period. Make sure that all survey materials are left in the survey administration room, and that the survey booklets remain closed with the answer sheets inside.

A short time before the end of the rest period, say:

Attention, please. Take your seat and get ready to resume work.

When everyone is seated, set your watch at 10:24. When the watch reads exactly 10:25, say:

AT 10:25 You will have 35 minutes to work on Part 6. Turn to Part 6, read the directions, and begin work.

AT 11:00 Stop. You will have 45 minutes to work on Part 7. Turn to Part 7 and begin work.

AT 11:45 Stop. Turn your answer sheet to Side 2. The last part of this survey is a Questionnaire. You should try to answer all the questions as best you can. Neither I nor anyone else will see how you answer the questions -- those who are conducting the survey will know you only by the Identification Number on your answer sheet. You will have 45 minutes to work on the Questionnaire. If you finish early, close your survey booklet and sit quietly until everyone has finished. Now, turn to the Questionnaire and begin work.

Survey administrators may answer questions concerning meaning or interpretation of Questionnaire items.

AT 12:15 Try to finish within the next 15 minutes.

At this point, walk about the room and encourage those who are straggling. Even if you must take over 45 minutes, allow everyone sufficient time to complete the Questionnaire. When everyone has finished, say:

> Close your survey booklet. Do not put your answer sheet in your survey booklet. First the survey booklets and then the answer sheets will be collected. Please do not talk.

Collect the survey booklets and the answer sheets, separately and in that order, from each student individually, and count them. Check to make certain you have a booklet and an answer sheet from each student, and that you have the same quantity of materials that you received from your principal.

Any irregularities should be recorded on your Irregularity Report; then return all your survey materials to your school principal.

LIST HERE SERIAL NUMBERS OF STUDENTS AFFECTED BY GROUP IRREGULARITIES

IRREGULARITY REPORT

Return ONLY if an irregularity occurs which must be reported. See pages 6 through 8 of the SCHOOL PRINCIPAL'S MANUAL.

SCHOOL SURVEY TESTS

GRADE 12

GROUP IRREGULARITIES

List answer sheet serial numbers of students involved on reverse side.

GROUP MISTIMINGS ONLY

- - - - - - - - - - - - - -

SURVEY PART

OTHER GROUP IRREGULARITIES

- - - - - - - - - - - - - -

SURVEY PART

INDIVIDUAL STUDENT IRREGULARITIES

defective materials	cheating	withdrawal	other	ANSWER SHEET SERIAL NUMBER	SURVEY PART
REMARKS:					
REMARKS:					
REMARKS:					
REMARKS:					

PRINCIPAL: If you are submitting more than one Irregularity Report for this grade, indicate total number ______.

If additional space is required, use the reverse side.

____
Principal's Signature

____
Administrator's Signature

Educational Opportunities Survey FORM NCR

SCHOOL SURVEY TESTS

12

GRADE

The grade 9 questionnaire is not included because it was almost identical to the grade 12 questionnaire.

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Part VIII QUESTIONNAIRE

Mark the space on the answer sheet corresponding to the answer that is correct for you for each question. Mark only one answer for each question. You may leave out any question you prefer not to answer, but we hope you will answer all of them.

Using the list below, mark the spaces on the answer sheet corresponding to the correct answers for questions 1 and 2.

1. Where were you born?

2. Where was your mother born?

01. Alabama
02. Alaska
03. Arizona
04. Arkansas
05. California
06. Colorado
07. Connecticut
08. Delaware
09. District of Columbia
10. Florida
11. Georgia
12. Hawaii
13. Idaho
14. Illinois
15. Indiana
16. Iowa
17. Kansas
18. Kentucky
19. Louisiana
20. Maine
21. Maryland
22. Massachusetts
23. Michigan
24. Minnesota
25. Mississippi
26. Missouri
27. Montana
28. Nebraska
29. Nevada
30. New Hampshire
31. New Jersey
32. New Mexico
33. New York
34. North Carolina
35. North Dakota
36. Ohio
37. Oklahoma
38. Oregon
39. Pennsylvania
40. Rhode Island
41. South Carolina
42. South Dakota
43. Tennessee
44. Texas
45. Utah
46. Vermont
47. Virginia
48. Washington
49. West Virginia
50. Wisconsin
51. Wyoming
52. U. S. possession (American Samoa, Canal Zone, Guam, and Virgin Islands)
53. Puerto Rico
54. Mexico
55. Canada
56. Country other than the U. S. or its possessions, Puerto Rico, Canada, or Mexico
57. Don't know

GO ON TO THE NEXT PAGE.

3. Are you a male or a female?
   - (A) Male
   - (B) Female

4. How old were you on your last birthday?
   - (A) 14 or younger
   - (B) 15
   - (C) 16
   - (D) 17
   - (E) 18
   - (F) 19
   - (G) 20 or older

5. Where have you spent most of your life?
   - (A) In this city, town, or county
   - (B) In this state but outside this city, town, or county
   - (C) In another state in the U. S.
   - (D) In Puerto Rico or another U. S. possession
   - (E) In Mexico
   - (F) In Canada
   - (G) In a country other than the U. S., Canada, or Mexico

6. In what type of community have you spent most of your life? (Give your best estimate if you are not sure.)
   - (A) In the open country or in a farming community
   - (B) In a small town (less than 10,000 people) that was not a suburb
   - (C) Inside a medium size city (10,000 to 100,000 people)
   - (D) In a suburb of a medium size city
   - (E) Inside a large city (100,000 to 500,000 people)
   - (F) In a suburb of a large city
   - (G) In a very large city (over 500,000 people)
   - (H) In a suburb of a very large city

7. Which of the following best describes you?
   - (A) Negro
   - (B) White
   - (C) American Indian
   - (D) Oriental
   - (E) Other

8. Are you of Puerto Rican or Mexican American background?
   - (A) Puerto Rican
   - (B) Mexican American
   - (C) Neither of these

9. How many people live in your home, including yourself, parents, brothers, sisters, relatives, and others who live with you?
   - (A) 2
   - (B) 3
   - (C) 4
   - (D) 5
   - (E) 6
   - (F) 7
   - (G) 8
   - (H) 9
   - (I) 10
   - (J) 11 or more

10. How many brothers and sisters do you have altogether? Include stepbrothers and stepsisters and half brothers and half sisters, if any.
    - (A) None
    - (B) 1
    - (C) 2
    - (D) 3
    - (E) 4
    - (F) 5
    - (G) 6
    - (H) 7
    - (I) 8
    - (J) 9 or more

11. How many brothers and sisters do you have who are older than you are? Include stepbrothers and stepsisters and half brothers and half sisters, if any.
    - (A) None
    - (B) 1
    - (C) 2
    - (D) 3
    - (E) 4
    - (F) 5
    - (G) 6
    - (H) 7
    - (I) 8
    - (J) 9 or more

12. How many of your older brothers and sisters left high school before finishing?
    - (A) Have no older brothers or sisters
    - (B) None
    - (C) 1
    - (D) 2
    - (E) 3
    - (F) 4
    - (G) 5
    - (H) 6
    - (I) 7
    - (J) 8 or more

GO ON TO THE NEXT PAGE.

13. Does anyone in your home speak a language other than English most of the time? (Spanish, Italian, Polish, German, etc.)
    - (A) Yes
    - (B) No

14. Do you speak a foreign language other than English outside of school?
    - (A) Yes, frequently
    - (B) Yes, occasionally
    - (C) Yes, rarely
    - (D) No

15. How many rooms are there in your home? Count only the rooms your family lives in. Count the kitchen (if separate) but not bathrooms.
    - (A) 1
    - (B) 2
    - (C) 3
    - (D) 4
    - (E) 5
    - (F) 6
    - (G) 7
    - (H) 8
    - (I) 9
    - (J) 10 or more

16. Who is now acting as your father? If you are adopted, consider your adoptive father as your real father.
    - (A) My real father, who is living at home
    - (B) My real father, who is not living at home
    - (C) My stepfather
    - (D) My foster father
    - (E) My grandfather
    - (F) Another relative (uncle, etc.)
    - (G) Another adult
    - (H) No one

17. Who is now acting as your mother? If you are adopted, consider your adoptive mother as your real mother.
    - (A) My real mother, who is living at home
    - (B) My real mother, who is not living at home
    - (C) My stepmother
    - (D) My foster mother
    - (E) My grandmother
    - (F) Another relative (aunt, etc.)
    - (G) Another adult
    - (H) No one

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Please answer all questions about your parents in terms of your answers to questions 16 and 17. In situations where no one is now acting as mother or father, answer questions about your parents in terms of your real father and mother whether they are living or dead.

18. What work does your father do? You probably will not find his exact job listed, but check the one that comes closest. If he is now out of work or if he's retired, mark the one that he usually did. Mark only his main job if he works on more than one.

    (A) Technical—such as draftsman, surveyor, medical or dental technician, etc.
    (B) Official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.
    (C) Manager—such as sales manager, store manager, office manager, factory supervisor, etc.
    Proprietor or owner—such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
    (D) Semiskilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
    Clerical worker—such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
    Service worker—such as barber, waiter, etc.
    Protective worker—such as policeman, detective, sheriff, fireman, etc.
    (E) Salesman—such as real estate or insurance salesman, factory representative, etc.
    (F) Farm or ranch manager or owner
    (G) Farm worker on one or more than one farm
    (H) Workman or laborer—such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
    (I) Professional—such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
    (J) Skilled worker or foreman—such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
    (K) Don't know

19. How far in school did your father go?

    (A) None, or some grade school
    (B) Completed grade school
    (C) Some high school, but did not graduate
    (D) Graduated from high school
    (E) Technical or business school after high school
    (F) Some college but less than 4 years
    (G) Graduated from a 4 year college
    (H) Attended graduate or professional school
    (I) Don't know

20. How far in school did your mother go?

    (A) None, or some grade school
    (B) Completed grade school
    (C) Some high school, but did not graduate
    (D) Graduated from high school
    (E) Technical, nursing, or business school after high school
    (F) Some college but less than 4 years
    (G) Graduated from a 4 year college
    (H) Attended graduate or professional school
    (I) Don't know

21. In what type of community did your mother live when she was about your age? (Give your best estimate if you are not sure.)

    (A) In the open country or in a farming community
    (B) In a small town (less than 10,000 people) that was not a suburb
    (C) Inside a medium size city (10,000 to 100,000 people)
    (D) In a suburb of a medium size city
    (E) Inside a large city (100,000 to 500,000 people)
    (F) In a suburb of a large city
    (G) In a very large city (over 500,000 people)
    (H) In a suburb of a very large city
    (I) Don't know

22. Where does most of the money come from that pays for your food, house, and clothing?

    (A) My father's work
    (B) My mother's work
    (C) My stepfather or male relative's work
    (D) My stepmother or female relative's work
    (E) Someone not listed above
    (F) Don't know

23. Does your mother have a job outside your home?

    (A) Yes, full-time
    (B) Yes, part-time
    (C) No

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24. How good a student does your mother want you to be in school?
    - (A) One of the best students in my class
    - (B) Above the middle of the class
    - (C) In the middle of my class
    - (D) Just good enough to get by
    - (E) Don't know

25. How good a student does your father want you to be in school?
    - (A) One of the best students in my class
    - (B) Above the middle of the class
    - (C) In the middle of my class
    - (D) Just good enough to get by
    - (E) Don't know

26. How often do you and your parents talk about your school work?
    - (A) Just about every day
    - (B) Once or twice a week
    - (C) Once or twice a month
    - (D) Never or hardly ever

27. How much education does your father want you to have?
    - (A) Doesn't care if I finish high school or not
    - (B) Finish high school only
    - (C) Technical, nursing, or business school after high school
    - (D) Some college but less than 4 years
    - (E) Graduate from a 4 year college
    - (F) Professional or graduate school
    - (G) Father is not at home
    - (H) Don't know

28. How much education does your mother want you to have?
    - (A) Doesn't care if I finish high school or not
    - (B) Finish high school only
    - (C) Technical, nursing, or business school after high school
    - (D) Some college but less than 4 years
    - (E) Graduate from a 4 year college
    - (F) Professional or graduate school
    - (G) Mother is not at home
    - (H) Don't know

29. About how often last year did your mother or father attend parent association meetings such as the PTA?
    - (A) Not at all
    - (B) Once in a while
    - (C) About half the meetings
    - (D) Most or all of the meetings
    - (E) There isn't a parent association at this school
    - (F) Don't know

30. Did anyone at home read to you when you were small, before you started school?
    - (A) No
    - (B) Once in a while
    - (C) Many times but not regularly
    - (D) Many times and regularly
    - (E) Don't remember

GO ON TO THE NEXT PAGE.

The items listed below are things your family may have. Mark A if your family has it. Mark B if your family does not have it.

31. Television set
    (A) Yes
    (B) No

32. Telephone
    (A) Yes
    (B) No

33. Record player, hi fi, or stereo
    (A) Yes
    (B) No

34. Electric or gas refrigerator
    (A) Yes
    (B) No

35. Dictionary
    (A) Yes
    (B) No

36. Encyclopedia
    (A) Yes
    (B) No

37. Automobile
    (A) Yes
    (B) No

38. Vacuum cleaner
    (A) Yes
    (B) No

39. Daily newspaper
    (A) Yes
    (B) No

40. How often do you go to a public library or bookmobile (not your school library)?
    (A) Once a week or more
    (B) 2 or 3 times a month
    (C) Once a month or less
    (D) Never

41. How many magazines do you and your family get regularly at home?
    (A) None
    (B) 1 or 2
    (C) 3 or 4
    (D) 5 or 6
    (E) 7 or more

42. How many books are in your home?
    (A) None or very few (0 to 9)
    (B) A few (10 to 24)
    (C) One bookcase full (25 to 99)
    (D) Two bookcases full (100 to 249)
    (E) Three or more bookcases full (250 or more)

43. Which one of the following best describes the program or curriculum you are enrolled in?
    (A) General
    (B) College preparatory
    (C) Commercial or business
    (D) Vocational
    (E) Agriculture
    (F) Industrial arts
    (G) Other

44. Did you enter the program you indicated in question 43 of your own choice, or were you assigned to it?
    (A) My choice
    (B) Assigned
    (C) Only one program in my school

45. Did you go to kindergarten before you started the first grade?
    (A) Yes
    (B) No

46. Did you go to nursery school before you went to kindergarten?
    (A) Yes
    (B) No
    (C) Don't remember

47. About how many times have you changed schools since you started the first grade (not counting promotions from one school to another)?
    (A) Never
    (B) Once
    (C) Twice
    (D) Three times
    (E) Four times or more

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48. When was the last time you changed schools (not counting promotions from one school to another)?

(A) I have not changed schools
(B) Less than a year ago
(C) About one year ago
(D) About two years ago
(E) About three years ago
(F) About four years ago
(G) About five or more years ago

49. How far do you want to go in school?

(A) I do not want to finish high school
(B) I want to finish high school only
(C) I want to go to technical, nursing, or business school after high school
(D) Some college training, but less than 4 years
(E) I want to graduate from a 4 year college
(F) I want to do professional or graduate work after I finish college

50. In your classes last year, how many students were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

51. How many of your teachers last year were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

52. Since you began school, how many of the students in your classes were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

53. Since you began school, how many of your teachers were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

54. Have you ever read a college catalog?

(A) Yes
(B) No

55. In the past 12 months, have you ever written to or talked to a college official about going to his college?

(A) Yes
(B) No

56. Are you planning to go to college (junior or four year college) next year?

(A) Definitely yes
(B) Probably yes
(C) Probably not
(D) Definitely not

57. How many books did you read (not including those required for school) over the past summer? Do not count magazines or comic books.

(A) None
(B) 1 to 5
(C) 6 to 10
(D) 11 to 15
(E) 16 to 20
(F) 21 or more

58. On an average school day, how much time do you spend watching TV outside of school?

(A) None or almost none
(B) About $\frac{1}{2}$ hour a day
(C) About 1 hour a day
(D) About $1\frac{1}{2}$ hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) 4 or more hours a day

59. If something happened and you had to stop school now, how would you feel?

(A) Very happy—I'd like to quit
(B) I wouldn't care one way or the other
(C) I would be disappointed
(D) I'd try hard to continue
(E) I would do almost anything to stay in school

60. How good a student do you want to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) I don't care

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61. On an average school day, how much time do you spend studying outside of school?
(A) None or almost none
(B) About $\frac{1}{2}$ hour a day
(C) About 1 hour a day
(D) About $1\frac{1}{2}$ hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) 4 or more hours a day

62. About how many days were you absent from school last year?
(A) None
(B) 1 or 2 days
(C) 3 to 6 days
(D) 7 to 15 days
(E) 16 or more days

63. During the last school year, did you ever stay away from school just because you didn't want to come?
(A) No
(B) Yes, for 1 or 2 days
(C) Yes, for 3 to 6 days
(D) Yes, for 7 to 15 days
(E) Yes, for 16 or more days

64. Think now of your close friends. How many of them are white?
(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

65. If you could have anyone you wanted for your close friends, how many would be white?
(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All
(F) Don't care

66. If you could be in the school you wanted, how many of the students would you want to be white?
(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All
(F) Don't care

67. If you could be in the school you wanted, how many of the teachers would you want to be white?
(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All
(F) Don't care

68. What was the first grade you attended with students from another race in your classes?
(A) 1st, 2nd, or 3rd
(B) 4th, 5th, or 6th
(C) 7th, 8th, or 9th
(D) 10th, 11th, or 12th
(E) I have not had classes with students of another race

69. Are you a member of a club for future teachers?
(A) Yes
(B) No
(C) There is not one in this school

70. Were you on any school athletic team last year as a player or manager?
(A) Yes
(B) No
(C) We didn't have any athletic teams in my school

71. Were you a member of the Student Council last year?
(A) Yes
(B) No
(C) We didn't have a student council

72. Did you participate in any debating, dramatics, or musical clubs last year?
(A) No
(B) Yes, I was an active member
(C) Yes, but I wasn't very active
(D) Our school does not have such clubs

73. Did you participate in any hobby clubs at school last year, such as photography, model building, crafts, etc.?
(A) No
(B) Yes, I was an active member
(C) Yes, but I wasn't an active member
(D) Our school does not have such clubs

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Beginning with 9th grade, including all this school year, how much course work will you have had in each of the subject areas listed below?

(A) None
(B) $\frac{1}{2}$ year
(C) 1 year
(D) $1\frac{1}{2}$ years
(E) 2 years
(F) $2\frac{1}{2}$ years
(G) 3 years
(H) $3\frac{1}{2}$ years
(I) 4 years
(J) More than 4 years

74. Science courses such as biology, chemistry, general science, and physics.

75. Foreign language courses such as French, German, and Latin.

76. Social studies courses such as history, civics, and economics.

77. English courses including grammar, literature, drama, speech, and journalism.

78. Mathematics courses such as algebra, geometry, trigonometry. Do not include commercial arithmetic or shop mathematics.

79. Industrial arts courses such as general shop, woodworking, metalworking, drafting. Do not include job training courses.

80. Vocational education, trade education, and job-training courses such as auto mechanics, foundry, distributive education, and health occupations.

81. Commercial courses such as typing, shorthand, and bookkeeping.

82. Agriculture courses.

83. Home economics courses.

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84. What is the average grade that you made in your English courses during the last two years? If your school does not use letter grades, estimate as closely as possible.

(A) A (either A–, A, or A+)
(B) B (either B–, B, or B+)
(C) C (either C–, C, or C+)
(D) D (either D–, D, or D+)
(E) Failed
(F) Haven't taken any courses in English

85. What is the average grade that you made in your mathematics courses during the last two years? If your school does not use letter grades, estimate as closely as possible.

(A) A (either A–, A, or A+)
(B) B (either B–, B, or B+)
(C) C (either C–, C, or C+)
(D) D (either D–, D, or D+)
(E) Failed
(F) Haven't taken any courses in mathematics

86. What ability group or track are you in in your English class?

(A) The highest group or track
(B) The middle group
(C) The lower group
(D) Our school does not have ability grouping or tracks
(E) Don't know

87. Are you now repeating any English course which you took last year?

(A) Yes
(B) No

88. What is your grade average for all your high school work?

(A) A (either A–, A, or A+)
(B) B (either B–, B, or B+)
(C) C (either C–, C, or C+)
(D) D (either D–, D, or D+)
(E) Don't know

89. During the last school year about how many hours a week did you work for pay? Do not include chores done around your own home.

(A) None
(B) About 1 to 5 hours
(C) About 6 to 10 hours
(D) About 11 to 15 hours
(E) About 16 to 20 hours
(F) About 21 hours or more

90. How do you and your friends rate socially in this school?

(A) At the top
(B) Near the top
(C) About in the middle
(D) Near the bottom

91. How bright do you think you are in comparison with the other students in your grade?

(A) Among the brightest
(B) Above average
(C) Average
(D) Below average
(E) Among the lowest

92. Do you feel that you can get to see a guidance counselor when you want to or need to?

(A) Yes
(B) No
(C) We have no guidance counselor

93. How many times did you talk to a guidance counselor last year?

(A) Never
(B) Once
(C) Two or three times
(D) Four or five times
(E) Six or more times
(F) We had no guidance counselor

94. Has your teacher or counselor encouraged you to take further training after high school?

(A) Yes, to go to college
(B) Yes, for technical or advanced job training
(C) Yes, for business or commercial training
(D) Yes, other training
(E) No

95. Would you have enrolled in a vocational (job training) program if one that interested you were offered in your high school?

(A) I am already in a vocational (job training) program
(B) Yes, I would have enrolled in such a program
(C) No, I would not have enrolled in such a program

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If you answered B or C on question 95, skip to question 100.

96. Here is a list of the kinds of job training courses vocational students take in schools around the country. Mark the number of the program that comes closest to the one you are taking the most work in during high school.

01. Agriculture
02. Air conditioning
03. Airplane mechanics
04. Auto body mechanics
05. Automotive mechanics
06. Brick or stone masonry
07. Cabinet making
08. Carpentry
09. Commercial art
10. Cooperative office or business training
11. Cosmetology (beauty culture)
12. Diesel mechanics
13. Distributive education
14. Electricity
15. Food trades
16. Foundry
17. Industrial cooperative training
18. Machine shop
19. Maid training (domestic service)
20. Needle trades
21. Painting and decorating
22. Plumbing (pipe fitting)
23. Practical nursing (health)
24. Printing
25. Radio - TV repair
26. Sheet metal work
27. Welding
28. Other

97. When you finish high school, how many half years of school work will you have completed for the job you are taking the most training in?

(A) $\frac{1}{2}$ year
(B) 1 year
(C) $1\frac{1}{2}$ years
(D) 2 years
(E) $2\frac{1}{2}$ years or more

98. Are you in a work-study program in which the school and local employer cooperate to give students on-the-job training?

(A) Yes
(B) No

99. Are you in training for the job you really want to work at when you finish high school?

(A) Yes
(B) No, I was not able to qualify for it
(C) No, the course was full and I had to take something else
(D) No, I did not try to take it
(E) There is no training for that job in this school

100. How good a student do your teachers expect you to be?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

On each of the following items, mark A if you agree; mark B if you are not sure; and mark C if you disagree.

101. People who accept their condition in life are happier than those who try to change things.

(A) Agree
(B) Not sure
(C) Disagree

102. Good luck is more important than hard work for success.

(A) Agree
(B) Not sure
(C) Disagree

103. Every time I try to get ahead, something or somebody stops me.

(A) Agree
(B) Not sure
(C) Disagree

104. If a person is not successful in life, it is his own fault.

(A) Agree
(B) Not sure
(C) Disagree

105. Even with a good education, I'll have a hard time getting the right kind of job.

(A) Agree
(B) Not sure
(C) Disagree

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106. I would make any sacrifice to get ahead in the world.

(A) Agree
(B) Not sure
(C) Disagree

107. If I could change, I would be someone different from myself.

(A) Agree
(B) Not sure
(C) Disagree

108. I sometimes feel that I just can't learn.

(A) Agree
(B) Not sure
(C) Disagree

109. I would do better in school work if teachers didn't go so fast.

(A) Agree
(B) Not sure
(C) Disagree

110. People like me don't have much of a chance to be successful in life.

(A) Agree
(B) Not sure
(C) Disagree

111. The tougher the job, the harder I work.

(A) Agree
(B) Not sure
(C) Disagree

112. I am able to do many things well.

(A) Agree
(B) Not sure
(C) Disagree

113. About how long does it take you to get from your home in the morning to school?

(A) 10 minutes or less
(B) 20 minutes
(C) 30 minutes
(D) 45 minutes
(E) One hour or more

114. How do you usually come to school in the morning?

(A) By automobile
(B) Walk or bicycle
(C) School bus
(D) Train, trolley, subway, or bus other than school bus
(E) Other

115. When you finish your education, what sort of a job do you think you will have?

(A) Technical—such as draftsman, surveyor, medical or dental technician, etc.
(B) Official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.
(C) Manager—such as sales manager, store manager, office manager, factory supervisor, etc.
Proprietor or owner—such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
(D) Semiskilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
Clerical worker—such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
Service worker—such as barber, waiter, etc.
Protective worker—such as policeman, detective, sheriff, fireman, etc.
(E) Salesman—such as real estate or insurance salesman, factory representative, etc.
(F) Farm or ranch manager or owner
(G) Farm worker on one or more than one farm
(H) Workman or laborer—such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
(I) Professional—such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
(J) Skilled worker or foreman—such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
(K) Don't know

116. What kind of school did you attend when you were in the eighth grade?

(A) A public school
(B) A private Catholic school
(C) A private Jewish school
(D) A private Protestant school
(E) Another private school including military school

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

Educational Opportunities Survey

SCHOOL SURVEY TESTS

This test book is divided into several parts, or tests, and a questionnaire. The tests are to find out how well you can do certain types of problems; the questionnaire is to find out certain facts about you.

Your teacher will tell you the time limit for each of the tests. During that time you are to work on that test only. The teacher will tell you when to begin and when to end each test. If you finish a test before time is called, you may check your work on it; but you may not work on any of the others.

Do not worry if you are unable to finish a test or if there are some questions you cannot answer. Many students leave questions unanswered and no one is expected to get everything right. You should work as rapidly as you can without sacrificing accuracy.

If a question seems too difficult for you go on to the next question rather than waste your time. Your scores will be determined by the number of correct answers. YOU ARE TO INDICATE ALL OF YOUR ANSWERS ON THE SEPARATE ANSWER SHEET THAT HAS BEEN GIVEN TO YOU. You may use the margins of the test book for scratchwork, but no credit will be given for anything written in the test book. Be sure that all your marks are black and that they completely fill the answer space; do not make any stray marks on your answer sheet. If you erase, do so completely; an incomplete erasure may be considered as an intended response. MARK ONLY ONE ANSWER TO EACH QUESTION.

The last part is a questionnaire. It asks questions about you and your family. Whatever is true for you is the right answer for each question. Therefore, you probably know the answer to all of the questions on the questionnaire. If there are any questions you prefer not to answer, you may leave them out.

Your test answers and scores, and answers to the questionnaire will be private. DO NOT WRITE YOUR NAME ON THE TEST BOOK OR THE ANSWER SHEET.

DO NOT OPEN THIS TEST BOOK UNTIL YOU ARE TOLD TO DO SO.

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Educational Opportunities Survey

FORM NCR

SCHOOL SURVEY TESTS

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PRINCIPAL QUESTIONNAIRE

EDUCATIONAL TESTING SERVICE—PRINCETON, N. J., BERKELEY, CALIF.

OE 2232 C-2

Budget Bureau No. 51-6518
approval expires June 30, 1966

PRINCIPALS' QUESTIONNAIRE

For each question mark the lettered space on the answer sheet that corresponds to the letter of your answer. Mark only one answer for each question. You may omit any question which you would prefer not to answer, but please answer them all if you possibly can.

1. What is the lowest grade included in your school? (If your school is primarily a secondary school, but nursery grade or kindergarten is run in conjunction with secondary home economics, answer for your secondary school only.)

   (A) Nursery for ages 3-4
   (B) Nursery for ages 4-5
   (C) Kindergarten
   (D) 1st
   (E) 2nd
   (F) 3rd
   (G) 4th
   (H) 5th
   (I) 6th
   (J) 7th
   (K) 8th
   (L) 9th
   (M) 10th
   (N) 11th
   (O) 12th

2. What is the highest grade included in your school?

   (A) 1st
   (B) 2nd
   (C) 3rd
   (D) 4th
   (E) 5th
   (F) 6th
   (G) 7th
   (H) 8th
   (I) 9th
   (J) 10th
   (K) 11th
   (L) 12th

3. (Elementary schools only) Is there a free kindergarten in your school?

   (A) Yes
   (B) There is no kindergarten in this school
   (C) There is a kindergarten in this school; a fixed fee is charged which is waived or reduced for those unable to pay
   (D) There is a kindergarten in this school; a fixed fee is charged which is never waived or reduced
   (E) There is a kindergarten with a sliding fee scale

4. (Elementary schools only) Is there a free nursery grade (prekindergarten) in your school?

   (A) Yes
   (B) There is no nursery grade in this school
   (C) There is a nursery grade; a fixed fee is charged which is waived or reduced for those unable to pay
   (D) There is a nursery grade; a fixed fee is charged which is never waived or reduced
   (E) There is a nursery grade with a sliding fee scale

5. Is your school accredited by the state accrediting agency?

   (A) Yes
   (B) Yes, provisional
   (C) Yes, probational
   (D) No
   (E) State accreditation is not available for schools at this grade level in this state

6. Is your school accredited by the regional accrediting agency?

   (A) Yes
   (B) Yes, provisional
   (C) Yes, probational
   (D) No
   (E) Regional accreditation is not available for schools at this grade level in this region

7. How well is the compulsory school attendance law enforced for the children in your school district?

   (A) There is no such law
   (B) There is a compulsory school attendance law, but it is poorly enforced
   (C) There is a compulsory school attendance law, and it is thoroughly and uniformly enforced

8. How many days was school in session during the past academic year (1964-65)? Include only days when both teachers and students were present.

   Grid your answer. Refer to the back cover for the proper procedure.

GO ON TO THE NEXT PAGE.

This questionnaire has not been copyrighted.
Questions were provided by the U.S. Office of Education.

9. What is the area of your school plant site to the nearest whole acre?

(A) Less than 1 acre
(B) 1 acre
(C) 2 acres
(D) 3 acres
(E) 4 acres
(F) 5 acres
(G) 6 acres
(H) 7 acres
(I) 8 acres
(J) 9 acres or more

10. About how old is the main classroom building of your school plant?

(A) Less than 1 year old
(B) 1-4 years
(C) 5-9 years
(D) 10-19 years
(E) 20-29 years
(F) 30-39 years
(G) 40 years or older

11. Give the number of instructional rooms designed or remodeled for class instruction, including all classrooms, laboratories and shops. Exclude improvised, makeshift classrooms and general-use facilities.

Grid your answer. Refer to the back cover for the proper procedure.

12. Give the number of improvised or makeshift instructional rooms used for instruction, but not designed or remodeled for this usage; e. g., basements, hallways, etc.

Grid your answer

13. This set of questions deals with school facilities.

a. Does your school have a room set aside as a centralized school library?

(A) Yes
(B) No

b. How many catalogued volumes are there in your school library?

(A) None or less than 249
(B) 250-499
(C) 500-749
(D) 750-999
(E) 1,000-1,499
(F) 1,500-2,499
(G) 2,500-4,999
(H) 5,000-7,499
(I) 7,500-9,999
(J) 10,000 or more

c. Does your school have an auditorium which is used solely as an auditorium?

(A) Yes
(B) No

d. Does your school have a cafeteria which is used solely as a cafeteria?

(A) Yes
(B) No

e. Does your school have a gymnasium which is used solely as a gymnasium?

(A) Yes
(B) No

f. Does your school have a combination gymnasium-auditorium?

(A) Yes
(B) No

g. Does your school have a combination cafeteria-auditorium?

(A) Yes
(B) No

h. Does your school have a combination cafeteria-gymnasium?

(A) Yes
(B) No

i. Does your school have a combination cafeteria-gymnasium-auditorium?

(A) Yes
(B) No

j. Does your school have a shop with power tools?

(A) Yes
(B) No

k. Is space and equipment available for students to do laboratory work in biology?

(A) Yes
(B) Courses are taught without laboratory
(C) We offer no courses in biology

l. Is space and equipment available for students to do laboratory work in chemistry?

(A) Yes
(B) Courses are taught without laboratory
(C) We offer no courses in chemistry

GO ON TO THE NEXT PAGE.

m. Is space and equipment available for students to do laboratory work in physics?

(A) Yes
(B) Courses are taught without laboratory
(C) We offer no courses in physics

n. Does your school have a foreign language laboratory with sound equipment?

(A) Yes, with equipment installed in a fixed location
(B) Yes, with portable equipment
(C) Courses are taught without laboratory
(D) We offer no courses in foreign language

o. Does your school have a room used only for typing instruction?

(A) Yes
(B) No
(C) We offer no courses in typing

p. Does your school have an athletic field on which baseball or football can be played?

(A) Yes, on our school property
(B) Yes, a community-wide facility
(C) Yes, on another school's property
(D) No athletic field

q. How many movie projectors with sound equipment does your school have?

(A) None
(B) 1
(C) 2
(D) 3 or more

r. Is there a kitchen in your school to prepare hot meals?

(A) Yes
(B) No, but hot lunches are brought to the school
(C) No, all students arrange their own lunches

14. What per cent of students in your school receive free lunches each day?

(A) None
(B) 1-9%
(C) 10-19%
(D) 20-29%
(E) 30-39%
(F) 40-49%
(G) 50-59%
(H) 60-69%
(I) 70-79%
(J) 80-89%
(K) 90-99%
(L) 100%

15. What per cent of students in your school receive free milk each day?

(A) None
(B) 1-9%
(C) 10-19%
(D) 20-29%
(E) 30-39%
(F) 40-49%
(G) 50-59%
(H) 60-69%
(I) 70-79%
(J) 80-89%
(K) 90-99%
(L) 100%

16. How are textbooks provided for your students? Check the response which best describes your program.

(A) All textbooks are free
(B) Rental plan with no waivers of rental fees
(C) Rental plan with fees waived or reduced for certain students
(D) All students buy their own books
(E) Certain students receive books free, but all others buy their books
(F) Students buy some books, receive others free

17. What is the average age of textbooks furnished to your students?

(A) We do not furnish textbooks
(B) Less than 4 years old
(C) 4-8 years old
(D) 9-12 years old
(E) 13-16 years old
(F) More than 16 years old

18. What is the copyright date of the regular class reading book used in your 3rd grade?

(A) No 3rd grade in this school
(B) 1964-65
(C) 1961-63
(D) 1958-60
(E) 1953-57
(F) 1948-52
(G) Before 1948

19. What is the copyright date of the basic biology textbook used in your school?

(A) No biology taught here
(B) 1964-65
(C) 1961-63
(D) 1958-60
(E) 1953-1957
(F) 1948-1952
(G) Before 1948

GO ON TO THE NEXT PAGE.

20. Are the textbooks used in your instructional program available in sufficient numbers in your school?

(A) Yes
(B) No

21. What percentage of your students attend school for less than full or normal school day? Do not count kindergarten or nursery school pupils.

(A) None
(B) 1-9%
(C) 10-19%
(D) 20-29%
(E) 30-39%
(F) 40-49%
(G) 50-59%
(H) 60-69%
(I) 70-79%
(J) 80-89%
(K) 90-99%
(L) 100%

22. Does your school give intelligence tests to students?

(A) Yes, in 1 grade only
(B) Yes, in 2 grades
(C) Yes, in 3 grades
(D) Yes, in 4 or more grades
(E) No

23. Does your school give standardized achievement tests to students?

(A) Yes, in 1 grade only
(B) Yes, in 2 grades
(C) Yes, in 3 grades
(D) Yes, in 4 grades
(E) Yes, in 5 grades
(F) Yes, in 6 grades
(G) Yes, in 7 grades
(H) Yes, in 8 grades
(I) Yes, in 9 or more grades
(J) No

24. Does your school give interest inventories to students?

(A) Yes, in 1 grade
(B) Yes, in 2 grades
(C) Yes, in 3 grades
(D) Yes, in 4 or more grades
(E) No

25. Do you have a room specifically used as an infirmary or health room for the care of sick children?

(A) Yes
(B) No

26. How many teachers are on your teaching staff this school year, not counting librarians, counselors and administrative personnel? Count part-time teachers according to full-time equivalents; for example, two half-time teachers would count as one full-time teacher.

Grid your answer

27. Based on the number of classroom teachers in your school as of September, 1964, what proportion left for reasons other than death or retirement.

(A) Less than 5%
(B) 5 to 9%
(C) 10 to 14%
(D) 15 to 19%
(E) 20 to 29%
(F) 30 to 49%
(G) 50% or more

28. Is there an official tenure system for teachers in your school system?

(A) Contracts are on a yearly basis—no tenure
(B) Tenure is awarded to teachers on the recommendation of school officials
(C) If they meet all of the qualifications for the position, teachers are automatically placed on tenure after a certain fixed period of time established by school system or state regulations

29. Are National Teacher Examinations or equivalent local examinations used for appointing teachers to your school?

(A) Yes, used for all positions
(B) Yes, used for some positions
(C) No

30. Is there an art teacher for your school?

(A) No
(B) Yes, 1 day per week or less
(C) Yes, 2 days per week
(D) Yes, 3 days per week
(E) Yes, 4 or more days per week

31. Is there a music teacher for your school?

(A) No
(B) Yes, 1 day per week or less
(C) Yes, 2 days per week
(D) Yes, 3 days per week
(E) Yes, 4 or more days per week

GO ON TO THE NEXT PAGE.

32. Is there a speech correction teacher (speech therapist) for your school?
    - (A) No
    - (B) Yes, 1 day per week or less
    - (C) Yes, 2 days per week
    - (D) Yes, 3 days per week
    - (E) Yes, 4 or more days per week

33. What provisions are there for student mental health problems in your school?
    - (A) There is a psychologist at our school full-time
    - (B) There is a psychologist at our school part-time
    - (C) We have a referral arrangement with a mental health clinic
    - (D) Other
    - (E) None

34. In full-time equivalents, how many teachers do you have in your school who teach remedial reading classes?
    - (A) None
    - (B) One, less than full-time
    - (C) One full-time
    - (D) One full-time and one part-time
    - (E) Two
    - (F) Three
    - (G) Four or more

35. In full-time equivalents, how many guidance counselors do you have in your school?
    - (A) None
    - (B) One, less than full-time
    - (C) One full-time
    - (D) One full-time and one part-time
    - (E) Two
    - (F) Three
    - (G) Four
    - (H) Five
    - (I) Six
    - (J) Seven or more

36. Do you have a librarian in your school?
    - (A) No
    - (B) Yes, a teacher who also acts as librarian
    - (C) Yes, a part-time librarian
    - (D) Yes, a full-time librarian
    - (E) Yes, two or more full-time librarians

37. Do you have a nurse on duty in your school?
    - (A) No
    - (B) Yes, a teacher who also acts as a nurse
    - (C) Yes, a part-time nurse
    - (D) Yes, a full-time nurse

38. Does a school attendance officer (or home-school counselor) serve your school?
    - (A) No
    - (B) Yes, a teacher who also acts as a school attendance officer
    - (C) Yes, a part-time school attendance officer
    - (D) Yes, a full-time school attendance officer

39. Which one of the following best describes the practices for assignment of pupils to your school?
    - (A) All pupils in a particular geographic area attend this school with no or few transfers allowed
    - (B) Pupils in this particular geographic area are generally assigned to this school but transfers are frequently allowed
    - (C) Pupils are assigned to this school on the basis of intelligence, achievement, or their program of study
    - (D) All pupils in this district may attend this school
    - (E) Some other practice is followed

40. What is the total enrollment in your school?

    Grid your answer

41. (Senior high schools only) How many students graduated from the 12th grade during the 1964-65 school year?

    Grid your answer

42. About what is the average daily percentage of attendance in your school?
    - (A) Over 98%
    - (B) 97-98%
    - (C) 95-96%
    - (D) 93-94%
    - (E) 91-92%
    - (F) 86-90%
    - (G) 85% or lower

43. About what percentage of your students are white?
    - (A) None
    - (B) 1-9%
    - (C) 10-19%
    - (D) 20-29%
    - (E) 30-39%
    - (F) 40-49%
    - (G) 50-59%
    - (H) 60-69%
    - (I) 70-79%
    - (J) 80-89%
    - (K) 90-99%
    - (L) All

GO ON TO THE NEXT PAGE.

44. What percentage of your students this year are transfers from another school? (Do not count students who had completed the highest grade in the school from which they came.)

(A) 0-4%
(B) 5-9%
(C) 10-14%
(D) 15-19%
(E) 20-24%
(F) 25% or more

45. About what percentage of the students who attended your school last year are now attending a different school? Do not count those who moved because of graduation or promotion.

(A) 0-4%
(B) 5-9%
(C) 10-14%
(D) 15-19%
(E) 20-24%
(F) 25% or more

46. What is the approximate percentage of all girls who enter your 10th grade but drop out before graduation? Do not include girls who transfer to another school in your calculations.

(A) School does not have 10th grade
(B) 0-4%
(C) 5-9%
(D) 10-14%
(E) 15-19%
(F) 20-29%
(G) 30-39%
(H) 40-49%
(I) 50% or more

47. What is the approximate percentage of all boys who enter your 10th grade but drop out before graduation? Do not include boys who transfer to another school in your calculations.

(A) School does not have 10th grade
(B) 0-4%
(C) 5-9%
(D) 10-14%
(E) 15-19%
(F) 20-29%
(G) 30-39%
(H) 40-49%
(I) 50% or more

48. For each of the following areas, indicate whether there are problems of discipline with the students in this school.

a. Is there a problem of destruction of school property?

(A) Yes, severe
(B) Yes, moderate
(C) Yes, slight
(D) None

b. Is there a problem of impertinence and discourtesy to teachers?

(A) Yes, severe
(B) Yes, moderate
(C) Yes, slight
(D) None

c. Is there a problem of tension between racial or ethnic groups?

(A) Yes, severe
(B) Yes, moderate
(C) Yes, slight
(D) None

d. Is there a problem of stealing of a serious nature (money, cars, etc.)?

(A) Yes, severe
(B) Yes, moderate
(C) Yes, slight
(D) None

e. Is there a problem of physical violence against teachers?

(A) Yes, severe
(B) Yes, moderate
(C) Yes, slight
(D) None

f. Is there a problem of using narcotics or stimulants?

(A) Yes, severe
(B) Yes, moderate
(C) Yes, slight
(D) None

g. Is there a problem of drinking intoxicants on school property?

(A) Yes, severe
(B) Yes, moderate
(C) Yes, slight
(D) None

GO ON TO THE NEXT PAGE.

49. (Senior high schools only) About what percentage of your entire graduating class last year is now enrolled in a regular 2-year or 4-year college?

(A) 0%
(B) 1-9%
(C) 10-19%
(D) 20-29%
(E) 30-39%
(F) 40-49%
(G) 50-59%
(H) 60-69%
(I) 70-79%
(J) 80-89%
(K) 90-99%
(L) 100%

50. (Senior high schools only) About what percentage of your graduating class last year went on to some post-high-school education or training of some kind other than a junior college or 4-year college (for example, beauty school, technical-vocational school, or business school)? Do not include military service or post-graduate high school work.

(A) 0%
(B) 1-9%
(C) 10-19%
(D) 20-29%
(E) 30-39%
(F) 40-49%
(G) 50-59%
(H) 60-69%
(I) 70-79%
(J) 80-89%
(K) 90-99%
(L) 100%

51. (Senior high schools only) About what percentage of the nonwhite students who graduated last year are now enrolled in a regular 2-year or 4-year college?

(A) No nonwhite students in class
(B) 0%
(C) 1-9%
(D) 10-19%
(E) 20-29%
(F) 30-39%
(G) 40-49%
(H) 50-59%
(I) 60-69%
(J) 70-79%
(K) 80-89%
(L) 90-99%
(M) 100%

52. (Senior high schools only) About what percentage of the nonwhites in your graduating class last year went on to some post-high-school education or training of some kind other than a junior college or 4-year college (for example, beauty school, technical-vocational school, or business school)? Do not include military service or postgraduate high school work.

(A) No nonwhite students in class
(B) 0%
(C) 1-9%
(D) 10-19%
(E) 20-29%
(F) 30-39%
(G) 40-49%
(H) 50-59%
(I) 60-69%
(J) 70-79%
(K) 80-89%
(L) 90-99%
(M) 100%

53. Approximately how many all-Negro or predominantly Negro colleges sent a representative to talk with interested students in your high school last year?

(A) None
(B) 1 or 2
(C) 3 to 5
(D) 6 to 10
(E) 11 to 20
(F) 21 or more

54. Approximately how many all-white or predominantly white colleges sent a representative to talk with interested students in your high school last year?

(A) None
(B) 1 or 2
(C) 3 to 5
(D) 6 to 10
(E) 11 to 20
(F) 21 or more

55. When you were an undergraduate student, were you enrolled in a college (or school) of education, including normal schools and teachers colleges?

(A) Yes
(B) No

GO ON TO THE NEXT PAGE.

56. As of June, 1965, how many years had you been a principal (or assistant principal) in any school?

(A) None
(B) 1 or 2
(C) 3 or 4
(D) 5 to 9
(E) 10 to 14
(F) 15 to 19
(G) 20 to 29
(H) 30 or more

57. As of June, 1965, how many years had you been principal in this school?

(A) None
(B) 1 or 2
(C) 3 or 4
(D) 5 to 9
(E) 10 to 14
(F) 15 to 19
(G) 20 to 29
(H) 30 or more

58. How old were you on your last birthday?

(A) Under 26
(B) 26 to 35
(C) 36-45
(D) 46-55
(E) 56-65
(F) 66 or over

59. What is your sex?

(A) Male
(B) Female

60. What is the highest earned college degree that you hold? Do not report honorary degrees.

(A) No degree
(B) A degree or diploma based on less than
4 years work
(C) Bachelor's degree
(D) Master's degree
(E) Professional or specialist diploma (sixth year)
(F) Doctor's degree

61. What was your major field of study in undergraduate school? If you had two majors, mark the one in which you took the most work.

(A) Agriculture
(B) Biological Sciences
(C) Business—Commercial
(D) Elementary Education
(E) Engineering
(F) English or Journalism
(G) Foreign Language
(H) Home Economics
(I) Industrial Arts
(J) Mathematics
(K) Music—Art
(L) Philosophy
(M) Physical Education—Health
(N) Physical Science
(O) Psychology
(P) Social Science, including History
(Q) Vocational or Technical Education
(R) Special Education
(S) Other
(T) I did not go to college

62. Which of the categories below best describes the institution where you took most of your undergraduate college courses? If you took equal course work in several institutions, answer in terms of the last institution attended.

(A) I did not go to college (Skip to 67)
(B) Public—university, college, or technological institution
(C) Public—normal school or teachers college
(D) Public—other (junior college, etc.)
(E) Private—university, college, or technological institution
(F) Private—normal school or teachers college
(G) Private—other (junior college, etc.)

NOTE: If you did not go to college, please omit questions 63 through 66 and continue with question 67.

63. What was the highest degree offered by that institution when you were a student?

(A) Certificate only
(B) Bachelor's degree
(C) Master's degree
(D) Professional or specialist diploma (sixth year)
(E) Doctor's degree

GO ON TO THE NEXT PAGE.

64. What is the location of that institution?
    - (A) In this city, town, or county
    - (B) In this state but outside this city, town, or county
    - (C) In another state in the U.S.
    - (D) In Puerto Rico or another U.S. possession
    - (E) In Mexico
    - (F) In Canada
    - (G) In a country other than the U.S., Canada, or Mexico

65. When you attended that institution, how many of the students were white?
    - (A) All
    - (B) 90-99%
    - (C) 75-89%
    - (D) 50-74%
    - (E) 25-49%
    - (F) 10-24%
    - (G) 1-9%
    - (H) None

66. How many credits of college work have you had beyond your highest degree?
    - (A) None
    - (B) 1 to 10 semester hours
    - (C) 11 to 20 semester hours
    - (D) 21 to 30 semester hours
    - (E) 31 or more semester hours

67. Are you . . . .
    - (A) Negro
    - (B) white
    - (C) American-Indian
    - (D) Oriental
    - (E) other

68. Are you of Puerto Rican or Mexican-American background?
    - (A) Puerto Rican
    - (B) Mexican-American
    - (C) Neither of these

69. In your judgment, what is the general reputation of this school among educators in this area?
    - (A) Among the best
    - (B) Better than average
    - (C) About average
    - (D) Below average
    - (E) Inferior
    - (F) Don't know

70. About what per cent of your total school time do you devote to teaching?
    - (A) None
    - (B) 1-25%
    - (C) 26-50%
    - (D) 51-75%
    - (E) 76% or more

71. What will be the total annual salary that you receive from this school system this year? (Estimate supplements for extra service by using supplements from last year)
    - (A) Below $4,000
    - (B) $4,000 to $4,999
    - (C) $5,000 to $5,999
    - (D) $6,000 to $6,999
    - (E) $7,000 to $7,999
    - (F) $8,000 to $8,999
    - (G) $9,000 to $9,999
    - (H) $10,000 to $14,999
    - (I) $15,000 to $19,999
    - (J) $20,000 or more

72. Which best describes the location of your school?
    - (A) In a rural area
    - (B) In a residential suburb
    - (C) In an industrial suburb
    - (D) In a small town (5,000 or less)
    - (E) In a city of 5,000 to 50,000
    - (F) In a residential area of a larger city (over 50,000)
    - (G) In the inner part of a larger city (over 50,000)

73. Which best describes the pupils served by this school?
    - (A) All children of professional and white-collar workers
    - (B) Mostly children of professional and white-collar workers
    - (C) Children from a general cross section of the community
    - (D) Mostly children of factory and other blue-collar workers
    - (E) All children of factory and blue-collar workers
    - (F) Children of rural families

74. Is there a public library of at least 5,000 books within walking distance of your school?
    - (A) Yes
    - (B) No

GO ON TO THE NEXT PAGE.

75. How many families of your students are represented at a typical meeting of the PTA or similar parent group?

(A) We have no parents' organization
(B) Only a few
(C) Less than half
(D) About half
(E) Over half
(F) Almost all of them

76. Approximately how long is the academic school day for pupils?

(A) 4 hours or less
(B) $4\frac{1}{2}$ hours
(C) 5 hours
(D) $5\frac{1}{2}$ hours
(E) 6 hours
(F) $6\frac{1}{2}$ hours
(G) 7 hours
(H) $7\frac{1}{2}$ hours
(I) 8 hours or more

77. What is the lowest grade in this school in which students take different courses from different teachers? (Do not include special teachers for art, music, physical education, or remedial programs.)

(A) 6th or earlier
(B) 7th
(C) 8th
(D) 9th
(E) 10th
(F) 11th
(G) 12th
(H) Not at all

78. (Senior high schools only) Which of the following curricula does your school have?

a. College preparatory

(A) Yes
(B) No

b. Commercial

(A) Yes
(B) No

c. General

(A) Yes
(B) No

d. Vocational

(A) Yes
(B) No

e. Agriculture

(A) Yes
(B) No

f. Industrial Arts

(A) Yes
(B) No

79. (Senior high school) Check below the item that best describes the classification of your school.

(A) An academic school with strong emphasis on college preparation
(B) A comprehensive school
(C) A special curriculum school that is designed to serve the culturally disadvantaged
(D) Vocational, technical, or trade school
(E) Commercial or business school

80. Does your school carry out grouping or tracking of students according to ability or achievement?

(A) Yes, for all students
(B) Yes, for highest achieving students only
(C) Yes, for lowest achieving students only
(D) No

81. If you checked A, B, or C above (Question 80) check which of the following best describes your system of grouping.

(A) Pupils are placed in a particular group and attend all classes within this group
(B) Pupils may be in different groups for different subjects depending on their ability in that subject

82. What proportion of your students are in the highest track or group?

(A) Question doesn't apply
(B) 0-9%
(C) 10-19%
(D) 20-29%
(E) 30-39%
(F) 40-49%
(G) 50-59%
(H) 60-69%
(I) 70-79%
(J) 80% or more

GO ON TO THE NEXT PAGE.

83. What proportion of your students are in the lowest track or group?

(A) Question doesn't apply
(B) 0-9%
(C) 10-19%
(D) 20-29%
(E) 30-39%
(F) 40-49%
(G) 50-59%
(H) 60-69%
(I) 70-79%
(J) 80% or more

84. About what percentage of students moved from one track to a higher track since September, 1964?

(A) Question doesn't apply
(B) None
(C) 1-4%
(D) 5-9%
(E) 10-14%
(F) 15-19%
(G) 20-39%
(H) 40-59%
(I) 60% or more

85. About what percentage of students moved from one track to a lower track since September, 1964?

(A) Question doesn't apply
(B) None
(C) 1-4%
(D) 5-9%
(E) 10-14%
(F) 15-19%
(G) 20-39%
(H) 40-59%
(I) 60% or more

86. Does your school provide an accelerated curriculum?

(A) Yes, in all academic subjects
(B) Yes, in several subjects
(C) Yes, in one or two subjects
(D) No

87. When did nonwhites first enter your school?

(A) This year
(B) Within the last 2 years
(C) 3 to 5 years ago
(D) 5 to 10 years ago
(E) More than 10 years ago
(F) This school has always been entirely nonwhite
(G) There are no nonwhites here

88. (Senior high school only). What opportunity is there for students in your school to obtain advanced placement or credit in college?

(A) We offer one or more courses of the College Board Advanced Placement Program
(B) We offer our own advanced courses
(C) No special courses, but students may qualify through Advanced Placement Examinations
(D) No opportunity

89. What is the policy in your school regarding promotion of slow learners?

(A) The pupil must repeat grades in which he has done failing work
(B) The pupil must repeat courses in which he has done failing work
(C) Pupils identified as slow learners are not enrolled or are transferred to other schools
(D) The pupil is promoted with his age group

90. Which of the following extracurricular activities are offered by your school? Mark A for each that is offered. Mark B for each that is not offered.

a. Student government

(A) Yes
(B) No

b. School newspaper

(A) Yes
(B) No

c. School magazine or annual

(A) Yes
(B) No

d. Interschool athletics for boys

(A) Yes
(B) No

e. Interschool athletics for girls

(A) Yes
(B) No

f. Intramural athletics for boys

(A) Yes
(B) No

g. Intramural athletics for girls

(A) Yes
(B) No

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h. Orchestra and/or band

(A) Yes
(B) No

i. Glee club and/or chorus

(A) Yes
(B) No

j. National Honor Society

(A) Yes
(B) No

k. Subject-matter clubs (such as math club, Latin club, etc.)

(A) Yes
(B) No

l. Chess club

(A) Yes
(B) No

m. Hobby clubs (such as stamp club, Hi-Fi club, etc.)

(A) Yes
(B) No

n. Drama, plays

(A) Yes
(B) No

o. Debate team

(A) Yes
(B) No

p. Social dances

(A) Yes
(B) No

q. Military cadets (ROTC, NDCC, etc.)

(A) Yes
(B) No

r. Service club (such as Key Club, Hi-Y, etc.)

(A) Yes
(B) No

s. Religious clubs (such as Newman Club, etc.)

(A) Yes
(B) No

91. What is the average amount of homework per day which students in your school are expected to do? (If your school includes both elementary and secondary grade students, answer for secondary grade students only)

(A) Students are not usually given out-of-class assignments
(B) Less than 1 hour
(C) 1-2 hours
(D) 2-3 hours
(E) 3-4 hours
(F) 5 hours or more

92. What percentage of your students are taking courses or special class work in remedial arithmetic or remedial mathematics?

(A) 0-4%
(B) 5-9%
(C) 10-14%
(D) 15-19%
(E) 20-24%
(F) 25% or more
(G) Not offered in this school

93. What percentage of your students are taking courses or special class work in remedial reading or remedial English?

(A) 0-4%
(B) 5-9%
(C) 10-14%
(D) 15-19%
(E) 20-24%
(F) 25% or more
(G) Not offered in this school

GO ON TO THE NEXT PAGE.

94. For each of the following groups, indicate whether your school provides separate classes, either during the regular school day or after school hours.

a. Low IQ or mentally retarded students

(A) Yes
(B) No

b. Behavior and adjustment problems

(A) Yes
(B) No

c. Non-English speaking students

(A) Yes
(B) No

d. Rapid learners

(A) Yes
(B) No

e. Special skills or talents (e. g., art, music)

(A) Yes
(B) No

f. Those with speech impairments

(A) Yes
(B) No

g. The physically handicapped?

(A) Yes
(B) No

Below is a list of current school issues on which we want the judgments of educational administrators throughout the country. Please answer each in terms of your judgment of the best educational practice.

95. Which of the following policies on neighborhood elementary schools represents the best educational practice, in your estimation?

(A) Neighborhood elementary schools should be maintained regardless of any racial imbalance produced
(B) Neighborhood elementary schools should be maintained, but where possible a device, such as reducing the grade span of schools, "pairing" schools, or another practice, should be used to promote racial balance
(C) The idea of neighborhood elementary schools can be abandoned without significant loss

96. Which of the following policies on bussing of elementary school children represents the best educational practice in your estimation?

(A) Children should not be bussed to a school other than their neighborhood school
(B) Children should be bussed to another school only to relieve overcrowding
(C) Nonwhite children should be bussed to another school in order to achieve racial balance
(D) Both white and nonwhite children should be bussed to schools with a predominantly different racial composition, to achieve racial balance

GO ON TO THE NEXT PAGE.

97. Do you believe there is a sound basis in educational policy for giving compensatory programs to culturally disadvantaged students at extra costs per pupil?

(A) Yes
(B) No
(C) Undecided

98. What type of faculty do you believe is best for a school with an all nonwhite or predominantly nonwhite student body?

(A) An all-white faculty
(B) Predominantly white faculty
(C) About equal number of white and nonwhite faculty
(D) Predominantly nonwhite faculty
(E) All nonwhite faculty
(F) Doesn't matter
(G) Selected without regard to race
(H) Some degree of integration, but ratio doesn't matter

99. What type of faculty do you believe is best for a school with a racially heterogeneous student body?

(A) An all-white faculty
(B) Predominantly white faculty
(C) About equal number of white and nonwhite faculty
(D) Predominantly nonwhite faculty
(E) All nonwhite faculty
(F) Doesn't matter
(G) Selected without regard to race
(H) Some degree of integration, but ratio doesn't matter

100. What type of faculty do you believe is best for a school with an all-white or predominantly white student body?

(A) An all-white faculty
(B) Predominantly white faculty
(C) About equal number of white and nonwhite faculty
(D) Predominantly nonwhite faculty
(E) All nonwhite faculty
(F) Doesn't matter
(G) Selected without regard to race
(H) Some degree of integration, but ratio doesn't matter

THANK YOU FOR YOUR COOPERATION.

PRINCIPALS' QUESTIONNAIRE

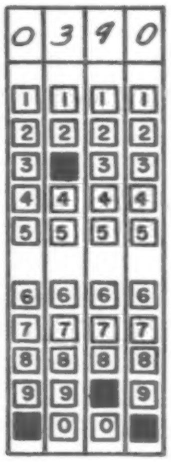
Directions

This questionnaire should be completed by building principals of schools in which students are tested.

PLEASE INDICATE ALL OF YOUR ANSWERS ON THE SEPARATE ANSWER SHEET THAT HAS BEEN GIVEN TO YOU.

Be sure that all your answer marks are black and that they completely fill the spaces. Do not make any stray marks on your answer sheet. If you erase, do so completely; an incomplete erasure may be considered as an intended response. MARK ONLY ONE ANSWER TO EACH QUESTION.

In several questions you are asked to supply a number. The instruction is "Grid your answer." For each of these questions, please write one digit of the number in each of the large boxes on the answer sheet. If your answer has fewer digits than there are boxes, write your answer as far to the right as possible. Put 0's in the unused boxes at the left of your answer. Then go down the column under each large box, find the small space containing the corresponding digit, and blacken that small box. For example, if your answer were 390 where four boxes are provided on the answer sheet, the grid would look like this:



Educational Opportunities Survey | FORM NCR

SCHOOL SURVEY TESTS

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TEACHER QUESTIONNAIRE

EDUCATIONAL TESTING SERVICE—PRINCETON, N. J., BERKELEY, CALIF.

TEACHER QUESTIONNAIRE

This questionnaire should be completed by all persons in the schools in which students are tested who fall into either of the two following categories:

(a) teachers teaching one or more classes this year.
(b) anyone who spends more than five hours per week in guidance counseling.

Mark the space on the answer sheet that is correct for you for each question. Mark only one answer for each question. You may omit any question which you would prefer not to answer, but please answer them all if you possibly can.

PART I

1. What is your sex?

(A) Male
(B) Female

2. How old were you on your last birthday?

(A) Under 26
(B) 26 to 35
(C) 36 to 45
(D) 46 to 55
(E) 56 to 65
(F) 66 or older

3. Where have you spent most of your life?

(A) In this city, town, or county
(B) In this state outside this city, town, or county
(C) In another state in the U. S.
(D) In Puerto Rico or another U. S. possession
(E) In Mexico
(F) In Canada
(G) In a country other than the U. S., Canada, or Mexico

4. In what type of community have you spent most of your life? (Give your best estimate if you are not sure.)

(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium size city (10,000 to 100,000 people)
(D) In a suburb of a medium size city
(E) Inside a large city (100,000 to 500,000 people)
(F) In a suburb of a large city
(G) In a very large city (over 500,000 people)
(H) In a suburb of a very large city

5. Are you . . . .

(A) Negro
(B) white
(C) American Indian
(D) Oriental
(E) other

6. Are you of Puerto Rican or Mexican American background?

(A) Puerto Rican
(B) Mexican American
(C) Neither of these

7. Where did you graduate from high school?

(A) A high school in this city, town, or county
(B) A high school in this state, but outside this city, town, or county
(C) A high school in another state in the U. S.
(D) A high school in Puerto Rico or another U. S. possession
(E) A high school in another country

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Questions were provided by the U. S. Office of Education.

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8. What work does (did) your father do? You probably will not find his exact job listed, but mark the answer space corresponding to the one that is closest.

(A) Technical—such as draftsman, surveyor, medical or dental technician, etc.
(B) Official—such as manufacturer, officer in a large company, banker, official or inspector, etc.
(C) Manager—such as sales manager, store manager, office manager, factory supervisor, etc.
Proprietor or owner—such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
(D) Semiskilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
Clerical worker—such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
Service worker—such as a barber, waiter, etc.
Protective worker—such as policeman, detective, sheriff, fireman, etc.
(E) Salesman—such as real estate or insurance salesman, factory representative, etc.
(F) Farm or ranch manager or owner
(G) Farm worker on one or more than one farm
(H) Workman or laborer—such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
(I) Professional—such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
(J) Skilled worker or foreman—such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
(K) Don't know

9. How many years of school did your father complete?

(A) None, or some grade school
(B) Finished grade school
(C) Some high school
(D) Finished high school
(E) Technical or business school after high school
(F) Some college, but less than 4 years
(G) Graduated from a regular 4 year college
(H) Attended graduate or professional school
(I) Don't know

10. How many years of school did your mother complete?

(A) None, or some grade school
(B) Finished grade school
(C) Some high school
(D) Finished high school
(E) Technical or business school after high school
(F) Some college, but less than 4 years
(G) Graduated from a regular 4 year college
(H) Attended graduate or professional school
(I) Don't know

11. What is the highest earned college degree you hold? Do not report honorary degrees.

(A) No degree
(B) A degree or diploma based on less than 4 years work
(C) A Bachelor's degree
(D) A Master's degree
(E) Professional or Specialist diploma (Sixth year)
(F) A Doctor's degree

12. What was your major field of study in undergraduate school? If you had two majors, mark the one in which you took most work.

(A) Agriculture
(B) Biological Science
(C) Business—Commercial
(D) Elementary Education
(E) Engineering
(F) English or Journalism
(G) Foreign Language
(H) Home Economics
(I) Industrial Arts
(J) Mathematics
(K) Music—Art
(L) Philosophy
(M) Physical Education—Health
(N) Physical Science
(O) Psychology
(P) Social Sciences, including History
(Q) Vocational or Technical Education
(R) Special Education
(S) Other
(T) I did not go to college.

GO ON TO THE NEXT PAGE.

13. Which of the categories below best describes the institution where you took most of your undergraduate college courses? If you took equal course work in several institutions, answer in terms of the last institution attended.

    (A) I did not go to college (Skip to question 25)
    (B) Public—university or technological institution
    (C) Public—normal school or teachers college
    (D) Public—other (junior college, etc.)
    (E) Private—university, college, or technological institution
    (F) Private—normal school or teachers college
    (G) Private—other (junior college, etc.)

NOTE: If you did not go to college, omit questions 14 through 24, and continue with question 25.

14. What was the highest degree offered by that institution when you were a student?

    (A) Certificate only
    (B) Bachelor's degree
    (C) Master's degree
    (D) Professional or specialist diploma (Sixth year)
    (E) Doctor's degree

15. What is the location of that institution?

    (A) In this city, town, or county
    (B) In this state but outside this city, town, or county
    (C) In another state in the U. S.
    (D) In Puerto Rico or another U. S. possession
    (E) In Mexico
    (F) In Canada
    (G) In a country other than the U. S. Canada, or Mexico

16. When you attended that institution, how many of the students were white?

    (A) All
    (B) 90-99%
    (C) 75-89%
    (D) 50-74%
    (E) 25-49%
    (F) 10-24%
    (G) 1-9%
    (H) None

Questions 17 through 23 ask you what your college was like when you went there. Answer for the same institution as in the questions above.

17. Was there keen competition among most of the students for high grades?

    (A) Yes
    (B) No

18. Did freshmen have to take orders from upperclassmen for a period of time?

    (A) Yes
    (B) No

19. Were most of the students of a very high calibre academically?

    (A) Yes
    (B) No

20. Did you often discuss with other students how to make money?

    (A) Yes
    (B) No

21. Were the students under a great deal of pressure to get good grades?

    (A) Yes
    (B) No

22. Did you say hello to students you didn't know?

    (A) Yes
    (B) No

23. How would you rate the academic level of your college among all the nation's colleges and universities? (Give your best estimate)

    (A) Top 10%
    (B) 11-20%
    (C) 21-30%
    (D) 31-40%
    (E) 41-50%
    (F) 51-60%
    (G) 61-70%
    (H) 71-80%
    (I) 81-90%
    (J) 91-100%

GO ON TO THE NEXT PAGE.

24. How many credits of college work have you had beyond your highest degree?

(A) None
(B) 1 to 10 semester hours
(C) 11 to 20 semester hours
(D) 21 to 30 semester hours
(E) 31 or more semester hours

25. As of June 1965, what was the total number of years of full-time teaching experience you have had? (Consider counseling as teaching experience.)

(A) None
(B) 1 or 2
(C) 3 or 4
(D) 5 to 9
(E) 10 to 14
(F) 15 to 19
(G) 20 to 29
(H) 30 or more

26. As of June 1965, what was the number of years of full-time teaching experience you have had in this school? (Consider counseling as teaching experience.)

(A) None
(B) 1 or 2
(C) 3 or 4
(D) 5 to 9
(E) 10 to 14
(F) 15 to 19
(G) 20 to 29
(H) 30 or more

27. In the last school year (1964-65), how many school days were you absent from work?

(A) I was not a regular teacher or counselor last year
(B) None
(C) 1 or 2
(D) 3 to 6
(E) 7 to 15
(F) 16 or more

28. What type of state teaching certification do you have?

(A) Noncertified
(B) Temporary, provisional, or emergency certification
(C) Regular certification but less than the highest certification in this state
(D) The highest certification offered in this state (normally life, permanent, or long-term)

29. How did you happen to be assigned to this particular school rather than some other school in this district?

(A) I asked to work in this school
(B) I was placed in this school

30. Have you ever attended any summer institutes sponsored by the National Science Foundation or financed by the National Defense Education Act or by the 1965 Elementary-Secondary Education Act?

(A) None
(B) 1
(C) 2 or 3
(D) 4 or more

31. Have you ever attended any summer institutes or comparable training programs that offer special training in teaching or counseling the culturally disadvantaged?

(A) No
(B) Yes, 1
(C) Yes, 2 or more

32. What will be your total annual salary from this school system this year? (Estimate supplements for extra services by using supplements from last year.)

(A) Below $3,000
(B) $3,000 to $3,999
(C) $4,000 to $4,999
(D) $5,000 to $5,999
(E) $6,000 to $6,999
(F) $7,000 to $7,999
(G) $8,000 to $8,999
(H) $9,000 to $9,999
(I) $10,000 or more

33. Overall, how would you rate students in your school on how hard they try in school?

(A) Excellent
(B) Good
(C) Average
(D) Fair
(E) Poor

34. Overall, how would you rate the academic ability level of the students in this school?

(A) Excellent
(B) Good
(C) Average
(D) Fair
(E) Poor

GO ON TO THE NEXT PAGE.

35. What is your employment status in this school system?

(A) I am on a tenured appointment.
(B) I have a regular full-time appointment but not on tenure.
(C) I am a substitute teacher on temporary assignment.

36. Are you a member of any national honorary society such as Kappa Delta Pi or Phi Beta Kappa?

(A) Yes
(B) No

37. Suppose you could go back in time and start college again; in view of your present knowledge, would you enter the teaching profession?

(A) Definitely yes
(B) Probably yes
(C) Undecided
(D) Probably no
(E) Definitely no

38. If you could choose, would you be a faculty member in some other school rather than this one?

(A) Yes
(B) Maybe
(C) No

39. What kind of a high school would you most like to work in? (Answer even if you are not a high school teacher.)

(A) An academic school with strong emphasis on college preparation
(B) A comprehensive school
(C) A special curriculum school that is designed to serve the culturally disadvantaged
(D) Vocational, technical or trade school
(E) Commercial or business school

40. If you could take your choice of school settings, which would you select from among the following?

(A) All children of professional and white-collar workers
(B) Mostly children of professional and white-collar workers
(C) Children from a general cross section of the community
(D) Mostly children of factory and other blue-collar workers
(E) All children of factory and other blue-collar workers
(F) Children of rural families
(G) I have no preference

41. What kind of school do you prefer to work in, as far as ethnic composition is concerned?

(A) A school with predominantly Anglo Saxon students
(B) A school with a mixture of Anglo Saxons and minority ethnic groups
(C) A school with predominantly minority ethnic groups
(D) I have no preference

42. What kind of school do you prefer to work in, as far as racial composition is concerned?

(A) An all white school
(B) A mostly white school but with some nonwhite students
(C) A school that has about half white and half nonwhite students
(D) A mostly nonwhite school but with some white students
(E) A school with all nonwhites
(F) I have no preference

43. What type of class do you most like to teach or counsel?

(A) A high ability group
(B) An average ability group
(C) A low ability group
(D) A mixed ability group
(E) I have no preference

44. In your judgment, what is the general reputation of this school among teachers outside the school?

(A) Among the best
(B) Better than average
(C) About average
(D) Below average
(E) A poor school
(F) Don't know

45. About what percentage of the students you teach or counsel this year are white?

(A) None
(B) 1 to 9%
(C) 10 to 24%
(D) 25 to 49%
(E) 50 to 74%
(F) 75 to 89%
(G) 90 to 99%
(H) All

GO ON TO THE NEXT PAGE.

46. Below is a list of current school issues on which we want the judgments of teachers throughout the country. Please answer each in terms of your judgment of the best educational practice.

a. Which of the following policies on neighborhood elementary schools represents the best educational practice, in your estimation?

(A) Neighborhood elementary schools should be maintained regardless of any racial imbalance produced.
(B) Neighborhood elementary schools should be maintained, but where possible a device, such as reducing the grade span of schools, "pairing" schools, or another practice, should be used to promote racial balance.
(C) The idea of neighborhood elementary schools can be abandoned without significant loss.

b. Which of the following policies on bussing of elementary school children represents the best educational practice in your estimation?

(A) Children should not be bussed to a school other than their neighborhood school.
(B) Children should be bussed to another school but only to relieve overcrowding.
(C) Nonwhite children should be bussed to another school in order to achieve racial balance.
(D) Both white and nonwhite children should be bussed into schools with a predominantly different racial composition, to achieve racial balance.

c. Do you believe there is a sound basis in educational policy for giving compensatory programs to culturally disadvantaged students at extra per pupil cost?

(A) Yes
(B) No
(C) Undecided

d. What type of faculty do you believe is best for a school with an all nonwhite or predominantly nonwhite student body?

(A) An all white faculty
(B) Predominantly white faculty
(C) About equal number of white and nonwhite faculty
(D) Predominantly nonwhite faculty
(E) All nonwhite faculty
(F) Doesn't matter
(G) Selected without regard to race
(H) Some degree of integration, but ratio doesn't matter

e. What type of faculty do you believe is best for a school with a racially heterogeneous student body?

(A) An all white faculty
(B) Predominantly white faculty
(C) About equal number of white and nonwhite faculty
(D) Predominantly nonwhite faculty
(E) All nonwhite faculty
(F) Doesn't matter
(G) Selected without regard to race
(H) Some degree of integration, but ratio doesn't matter

f. What type of faculty do you believe is best for a school with an all white or predominantly white student body?

(A) An all white faculty
(B) Predominantly white faculty
(C) About equal number of white and nonwhite faculty
(D) Predominantly nonwhite faculty
(E) All nonwhite faculty
(F) Doesn't matter
(G) Selected without regard to race
(H) Some degree of integration, but ratio doesn't matter

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47. Surveys of school problems show a number of things reported by teachers as reducing the effectiveness of the school. Below is a partial list of these problems. Mark Y (yes) for those situations that constitute a problem in your school. Mark N (no) for those that do not constitute a problem in your school.

a. The home environment of the students is not good.
b. Pupils are not well fed and well clothed.
c. The different races or ethnic groups don't get along together.
d. Parents attempt to interfere with the school.
e. There is too much competition for grades.
f. There is too much emphasis on athletics.
g. There are too many absences among students.
h. The classes are too large for effective teaching.
i. There should be a better mixture, the students are all too much of one type.
j. Too much time has to be spent on discipline.
k. The students aren't really interested in learning.
l. There is a lack of effective leadership from the school administration.
m. The parents put too much pressure on the students for good grades.
n. The teachers don't seem to be able to work well together.
o. Teachers have too little freedom in such matters as textbook selection, curriculum, and discipline.
p. There is too much student turnover.
q. The parents don't take enough interest in their childrens' school work.
r. We have poor instructional equipment: supplies, books, laboratory equipment, etc.
s. There are too many interruptions during class periods.
t. There is too much teacher turnover.
u. There is too much turnover of administrators.

48. Are you a member of any teachers' associations?

(A) No
(B) Yes, an officer
(C) Yes, an active worker
(D) Yes, a member but not an active worker

49. Do you read regularly any national educational or subject matter journals such as the NEA Journal, The Nation's Schools, The English Journal, etc.?

(A) No, not regularly
(B) Yes, 1 regularly
(C) Yes, 2 regularly
(D) Yes, 3 or more regularly

50. Do you expect to remain full-time in public education until you reach retirement age?

(A) Definitely yes
(B) Probably yes
(C) Probably no
(D) Definitely no

51. About how many hours a day do you spend outside of your scheduled work day in preparation for teaching or counseling?

(A) None
(B) 1
(C) 2
(D) 3
(E) 4 or more

52. How many hours a day do you spend in classroom teaching this year?

(A) None (Skip to question 63)
(B) 1
(C) 2
(D) 3
(E) 4
(F) 5
(G) 6 or more

NOTE: If you spend no time in classroom teaching, omit questions 53 through 62 and continue with question 63.

53. On the average, how many students do you have per class this year? If you teach only one class, answer for that one. Write the number in the spaces at the top of the answer area. If the number is less than 100, put a 0 in the first space, then write the number; if the number is less than 10, put 0's in the first and second spaces, then write the number in the third space. Now blacken the spaces below the three numbers you have written which correspond to those numbers.

54. (Omit if you teach only fifth grade or below.) How many different subjects are you teaching this term? Count different levels of a subject as different subjects. For example, 9th and 10th grade English are two subjects, and 3rd and 4th year French are two subjects.

(A) 1
(B) 2
(C) 3
(D) 4
(E) 5
(F) 6
(G) 7
(H) 8 or more

GO ON TO THE NEXT PAGE.

55. Apart from any time on official assignment in guidance, how many hours a week do you spend in individual or group counseling, both formal and informal?

(A) None
(B) 1 or 2 hours per week
(C) 3 to 5 hours per week
(D) 6 to 10 hours per week
(E) 11 or more hours per week

56. (Omit if you teach only 5th grade or below.) For each area listed, indicate how many courses you are teaching in that area this year. NOTE: Courses at different levels should be counted separately: for example, first year French and second year French would be two foreign language courses.

(A) None
(B) One
(C) Two
(D) Three
(E) Four
(F) Five or more

a. Science courses such as biology, chemistry, general science, and physics
b. Foreign languages such as French, German, and Latin
c. Social studies such as history, civics, and economics
d. English including literature, drama, speech, and journalism
e. Mathematics such as algebra, geometry, trigonometry. Do not include commercial arithmetic or shop mathematics.
f. Industrial arts such as general shop, woodworking, metalworking, drafting. Do not include job training courses.
g. Vocational education, trade education, and job training such as auto mechanics, foundry, distributive education, and health occupations.
h. Commercial such as typing, shorthand, bookkeeping, and commercial arithmetic
i. Agriculture
j. Home economics
k. Health and physical education
l. Other such as art, music, orientation

57. Because of ability grouping of students in some schools, some teachers teach students at predominantly one ability level. Which of the categories below best fits your classes?

(A) All high ability groups
(B) All low ability groups
(C) Combination of various ability groups
(D) Ability grouping is not used in this school

58. What is the lowest grade in which you teach this year?

(A) Nursery or kindergarten
(B) 1
(C) 2
(D) 3
(E) 4
(F) 5
(G) 6
(H) 7
(I) 8
(J) 9
(K) 10
(L) 11
(M) 12

59. What is the highest grade in which you teach this year?

(A) Nursery or kindergarten
(B) 1
(C) 2
(D) 3
(E) 4
(F) 5
(G) 6
(H) 7
(I) 8
(J) 9
(K) 10
(L) 11
(M) 12

60. From a realistic viewpoint, there may be some jobs from which Negroes have been excluded. Do you personally feel that a teacher or guidance counselor should encourage Negro students to aspire to such jobs?

(A) Yes
(B) Yes, with a full discussion of the difficulties
(C) No
(D) No opinion

61. In general, what type of institution would be best for most Negroes who are going to college?

(A) Most Negroes will be better off going to a Negro college
(B) Most Negroes will be better off going to a predominantly white college
(C) It makes little or no difference either way

GO ON TO THE NEXT PAGE.

62. If you could choose only between these two kinds of students, which would you rather teach?
    - (A) A student with average ability whose parents have given him a strong interest in school achievement.
    - (B) A student with high ability whose parents have not given him any interest in school achievement.

63. Do you spend any of your time on assignment as a school guidance counselor? Do not count home room activities.
    - (A) No (Skip to question 73)
    - (B) Yes, less than 5 hours per week (Skip to question 73)
    - (C) Yes, 5 hours per week (Skip to question 73)
    - (D) Yes, 6 to 10 hours per week
    - (E) Yes, 11 to 15 hours per week
    - (F) Yes, 16 to 20 hours per week
    - (G) Yes, 21 to 25 hours per week .
    - (H) Yes, more than 25 hours per week

NOTE: If you spend 5 hours or less each week as a guidance counselor (you answered option A, B, or C in question 63), go to question 73. If you spend more than 5 hours a week in counseling, please continue with questions 64 through 72.

64. What title best describes your official counseling position?
    - (A) Counselor
    - (B) Guidance counselor
    - (C) Adjustment counselor
    - (D) Vocational counselor
    - (E) Director of Guidance
    - (F) Dean
    - (G) Vice principal
    - (H) Other

65. How many students are formally assigned to you in your capacity as guidance counselor?
    - (A) Under 200
    - (B) 200-249
    - (C) 250-299
    - (D) 300-349
    - (E) 350-399
    - (F) 400-499
    - (G) 500-699
    - (H) 700 or more

66. How many different students, on the average, do you counsel in a week?
    - (A) Under 10
    - (B) 10-19
    - (C) 20-29
    - (D) 30-39
    - (E) 40-49
    - (F) 50-59
    - (G) 60-69
    - (H) 70 or more

For question 67, use the following scale by marking the appropriate space on the answer sheet.

- (A) Under 5%
- (B) 5-9%
- (C) 10-14%
- (D) 15-19%
- (E) 20-24%
- (F) 25-29%
- (G) 30-34%
- (H) 35-39%
- (I) 40-44%
- (J) 45-49%
- (K) 50% or more

For each of the counseling areas listed below in question 67, indicate the approximate percentage of total counseling time with pupils that you devote to each over the whole school year:

67. a. Educational counseling: course selection, programming, etc.
    b. Educational counseling: college choice, college major, etc.
    c. Personal and/or emotional adjustment, etc.
    d. Vocational, job selection, etc.

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68. As of June, 1965, how many years of experience had you had as a part- or full-time guidance counselor?

(A) None
(B) 1 or 2 years
(C) 3 or 4 years
(D) 5 to 9 years
(E) 10 to 14 years
(F) 15 to 19 years
(G) 20 or more years

69. Was guidance or a related discipline (e.g., psychology) your major area of study leading to your highest degree?

(A) Yes
(B) No

70. How many professional guidance counseling organizations do you belong to, such as American School Counselor Association, NVGA, APGA, etc.?

(A) None
(B) One
(C) Two
(D) Three
(E) Four
(F) Five
(G) Six or more

71. How many professional guidance counseling journals do you read regularly? (Personnel and Guidance Journal, National Vocational Guidance Quarterly, etc.)

(A) None
(B) One
(C) Two
(D) Three
(E) Four or more

72. If you had to choose a single one, which of the following sources of information do you think best predicts a pupil's success or failure in higher education?

(A) Teacher recommendation(s)
(B) Group or individual intelligence or scholastic aptitude test scores
(C) Other standardized test scores (e.g., personality and vocational inventories, etc.)
(D) School grades
(E) Other

GO ON TO THE NEXT PAGE.

PART II

The final part of the questionnaire consists of a short test of verbal facility. It is voluntary and anonymous, as is the remainder of the questionnaire. It is included to obtain a simple measure of the verbal facility of teachers throughout our nation. Here, as in the survey as a whole, your help is essential for assessing the educational opportunities of American children in 1965.

Most people finish these questions in fifteen minutes or less. Please do not refer to any book or discuss these questions with anyone before you answer them.

Each question consists of a sentence in which one word is missing; a blank indicates where the word has been removed from the sentence. Beneath each sentence are five words, one of which is the missing word. You are to select the missing word by deciding which one of the five words best fits in with the meaning of the sentence.

Sample Question

We had worked hard all day so that by evening we were quite -------.

(A) small (B) tired (C) old
(D) untrained (E) intelligent

If you understand the sample sentence you will realize that "tired" is the missing word because none of the other words fits in with the meaning of the sentence. Next, on the answer sheet, you find the space numbered the same as the question and blacken the space which has the same letter as the missing word.

73. Dick apparently had little ------- in his own ideas for he desperately feared being laughed at.

(A) interest (B) depth (C) confidence
(D) difficulty (E) continuity

74. No money should be wasted on luxuries until all ------- have been provided for.

(F) assets (G) opportunities (H) resources
(J) proceeds (K) necessities

75. France is still, if not the only country in the world where ------- is an art, at least the only one where the dressmaker and the milliner are artists.

(A) democracy (B) behavior (C) society
(D) dress (E) conversation

76. The ------- of the animals was astounding; they would sit unmoving as we walked about and took their pictures.

(F) stupidity (G) tameness (H) grace
(J) shyness (K) photography

77. He told the story apparently with indifference, yet with ------- enough to fix the words in his hearers' memory.

(A) jurisdiction (B) literacy (C) emphasis
(D) insight (E) ecstasy

78. Down with them all! I am taking my ------- for all the humiliation I endured in my youth.

(F) revenge (G) punishment (H) reward
(J) time (K) opportunity

79. At sea he was an amateur, not an expert, and thus for the first time became an ------- instead of a man of action.

(A) authority (B) instigator (C) onlooker
(D) outcast (E) inspiration

80. Science, art, literature, philosophy, and religion are the institutions that ------- great civilizations from mere groups of villages.

(F) regulate (G) extricate (H) distinguish
(J) release (K) save

81. As often happens to those in a bad humor, it seemed to him that everyone regarded him with ------- and that he was in everybody's way.

(A) aversion (B) curiosity (C) respect
(D) understanding (E) fear

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82. People in temperate climates, faced with many -------, gain resources within themselves which eventually lead to a greater prosperity than that possessed by people where living conditions are easier.

(F) obstacles (G) directions (H) advantages
(J) possibilities (K) experiences

83. He was fired from a job sorting oranges because he was not able to ------- well enough.

(A) produce (B) sample (C) walk
(D) discriminate (E) dye

84. During the course of the trial he exhausted every form of ------- in an attempt to prove his innocence.

(F) camouflage (G) intrigue (H) appeal
(J) credit (K) insistence

85. To make you understand my point I must go back a bit and seem to change the subject, but the ------- will soon be plain.

(A) correction (B) effect (C) origin
(D) controversy (E) connection

86. In pace, the industrial revolution has been not a revolution at all but a ------- change, dependent on the energy and ingenuity of individuals and limited by the scarcity of men possessing these qualities.

(F) gradual (G) sudden (H) deliberate
(J) doubtful (K) debatable

87. The shortage of wage labor in the farming districts ------- the invention of labor-saving devices.

(A) delayed (B) threatened (C) determined
(D) quickened (E) characterized

88. You deplore heresy only if you accept an orthodoxy; you talk of damnation only if you believe in the possibility of -------.

(F) recantation (G) salvation (H) heresy
(J) perfection (K) error

89. Because of the system of growing crops until the land was -------, cotton culture was ever on the move in quest of fresh and fertile soils.

(A) exhausted (B) cleared (C) reclaimed
(D) improved (E) satiated

90. The paper currency did not depreciate to a great degree, but it tended to ------- with the success or failure of allied armies and with the conditions of the crops and trade.

(F) balance (G) diminish (H) circulate
(J) stabilize (K) fluctuate

91. Himself a man who had vainly striven against -------, he readily accepted the dollar sign as the hallmark of success.

(A) graft (B) materialism (C) suppression
(D) defeat (E) poverty

92. To be dependent upon them would embitter my whole life; I should feel begging to be far less -------.

(F) criminal (G) degrading (H) restricting
(J) mistaken (K) crucial

93. Even when the profession is fairly lucrative, its gains are ------- by the fact that the work must all be done by the practitioner's own hand.

(A) obscured (B) exaggerated (C) increased
(D) developed (E) limited

94. The early Puritans sought to fortify themselves against ------- by acquiring the habit of self-denial.

(F) generosity (G) temptation (H) happiness
(J) life (K) persecution

95. Consumption of protein declines in periods of economic stress because it is the most ------- of all essential food elements.

(A) desirable (B) nutritious (C) concentrated
(D) stable (E) expensive

96. They could tell from the dark funnel-shaped cloud coming their way that a tornado was probably -------.

(F) present (G) crucial (H) normal
(J) over (K) imminent

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97. The diplomatic remonstrance was so ------- that it was almost equivalent to a declaration of war.

(A) well-worded (B) astute (C) strong
(D) intentional (E) clever

98. When the ------- of universal suffrage based on universal ignorance was perceived, education was given a new significance.

(F) equality (G) danger (H) loss
(J) usefulness (K) success

99. The art of reading comes without undue pains to a great many of us, but it is a gift which is certainly not -------.

(A) exclusive (B) profitable (C) appreciated
(D) universal (E) refused

100. Assuming that most writing problems are within the scope of the sentence, the author concentrated on the ------- as the focal point of his freshman English textbook.

(F) paragraph (G) theme (H) sentence
(J) topic (K) grammar

101. The ------- of living, the arrangement of the day so that he might be on time everywhere and leave no detail unattended, absorbed the greater part of his vital energy.

(A) necessity (B) adventure (C) awareness
(D) exhaustion (E) mechanics

102. In trying to build up a new style of design in opposition to the technical potentialities of the century, he was just as much an ------- as the architect who disguises a modern town hall as a Greek temple.

(F) explorer (G) atheist (H) introvert
(J) escapist (K) optimist

THIS IS THE END OF THE QUESTIONNAIRE.
THANK YOU FOR YOUR COOPERATION.

TEACHER QUESTIONNAIRE

Directions

This questionnaire should be completed by all persons in the school in which students are tested who fall into either of the two categories below:

a. teachers teaching one or more classes this year.
b. anyone who spends more than five hours a week in guidance counseling.

PLEASE INDICATE ALL OF YOUR ANSWERS ON THE SEPARATE ANSWER SHEET THAT HAS BEEN GIVEN TO YOU.

Be sure that all your answer marks are black and that they completely fill the spaces. Do not make any stray marks on your answer sheet. If you erase, do so completely; an incomplete erasure may be considered as an intended response. MARK ONLY ONE ANSWER TO EACH QUESTION.

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D85P145

Educational Opportunities Survey

FORM NCR

SCHOOL SURVEY TESTS

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SUPERINTENDENT QUESTIONNAIRE

EDUCATIONAL TESTING SERVICE—PRINCETON, N. J., BERKELEY, CALIF.

OE 2232 C-1

Budget Bureau No. 51-6518
approval expires June 30, 1966

Educational Opportunities Survey

SUPERINTENDENTS' QUESTIONNAIRE

This questionnaire should be completed by the superintendent of each school district in which students take the School Survey Tests.

Please complete this questionnaire and return it to Educational Testing Service as soon as possible. Your responses should be marked in this booklet. Make an X in the space to the left of your answer choice, or write the numbers called for in the spaces provided. Mark only one answer to each question.

Since Part IV asks for school system statistics you may wish to have someone else record that information before you do the other parts. Please complete Parts I, II, and III yourself, as they are concerned with policy, opinion, and personal information. You may leave out any question which you would prefer not to answer, but please answer them all if you possibly can.

When you have completed the questionnaire, please insert it in the business reply envelope supplied with your shipment of sample Survey materials, and mail to ETS.

This questionnaire has not been copyrighted.
Questions were provided by the U. S. Office of Education.

PART I ADMINISTRATIVE AND GENERAL

1. Which of the following best describes the practices for the assignment of elementary school pupils in this school district? (Do not consider trainable, educable, or physically handicapped.)

_______ (1) All pupils in a particular geographic area attend the elementary school for that area with no or few transfers

_______ (2) Pupils in a particular geographic area are generally assigned to the elementary school serving their area, but transfers to another school are frequently allowed

_______ (3) Pupils are assigned to certain schools on the basis of intelligence or achievement

_______ (4) Students attend any school of their choice within the district

_______ (5) Some other practice is followed

2. Which of the following best describes the practices for the assignment of secondary school pupils in this school district? (Do not consider trainable, educable, or physically handicapped.)

_______ (1) All pupils in a particular geographic area attend the secondary school for that area with no or few transfers

_______ (2) Pupils in a particular geographic area are generally assigned to the secondary school serving their area, but transfers to another school are frequently allowed

_______ (3) Pupils are assigned to certain schools on the basis of intelligence, achievement, or program of study

_______ (4) Students attend any school of their choice within the district

_______ (5) Some other practice is followed

3. Are National Teacher Examinations or equivalent local examinations used in selecting teachers?

_______ (1) Yes

_______ (2) No

4. If the answer to Questions 3 is "Yes":

_______a. What is the cut-off score for elementary white teachers?

_______ What is the cut-off score for secondary white teachers?

_______b. What is the cut-off score for elementary nonwhite teachers?

_______ What is the cut-off score for secondary nonwhite teachers?

c. Are examination scores used to give priority to teachers in choice of schools?

_______ (1) Yes

_______ (2) No

5. Which of the following statements best describes the teacher assignment practices generally followed in this district?

_______ (1) A teacher is hired specifically to teach in a particular school

_______ (2) A teacher is hired by the school system and given a choice of where to teach

_______ (3) A teacher is hired by the school system and assigned to a school without regard to personal choice

_______ (4) Assignment is based on both personal choice and school district needs

_______ (5) Other

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6. Based on the total number of classroom teachers in this district, as of September, 1964, what per cent left for reasons other than death or retirement?

______ (1) Less than 5%
______ (2) 5 to 9%
______ (3) 10 to 14%
______ (4) 15 to 19%
______ (5) 20 to 29%
______ (6) 30 to 49%
______ (7) 50% or more

7. Is there an official tenure system in this school system?

______ (1) Yes
______ (2) No

8. In your judgment, what is the general reputation of this public school system among educators in your state?

______ (1) Among the best
______ (2) Better than average
______ (3) About average
______ (4) Below average
______ (5) Inferior
______ (6) I do not know

9. Currently, what is the typical racial composition of the faculty in schools in this system with an all or predominantly nonwhite student body?

______ (1) Question does not apply; no all nonwhite or predominantly nonwhite schools in this system
______ (2) All-white faculty
______ (3) Predominantly white faculty
______ (4) About equal number of white and nonwhite faculty members
______ (5) Predominantly nonwhite faculty
______ (6) All nonwhite faculty

10. Currently, what is the typical racial composition of the faculty in schools in this system with an all- or predominantly white student body?

______ (1) Question does not apply; no all-white or predominantly white schools in this system
______ (2) All-white faculty
______ (3) Predominantly white faculty
______ (4) About equal number of white and nonwhite faculty members
______ (5) Predominantly nonwhite faculty
______ (6) All nonwhite faculty

GO ON TO THE NEXT PAGE.

PART II CURRENT SCHOOL ISSUES

Below is a list of current school issues on which we want the judgments of educational administrators throughout the country. Please answer each in terms of your judgment of the best educational practice.

11. Which of the following policies on neighborhood elementary schools represents the best educational practice, in your estimation?

______ (1) Neighborhood elementary schools should be maintained regardless of any racial imbalance produced

______ (2) Neighborhood elementary schools should be maintained, but where possible a device, such as reducing the grade span of schools, "pairing" schools, or another practice, should be used to promote racial balance

______ (3) The idea of neighborhood elementary schools can be abandoned without significant loss

12. Which of the following policies on bussing of elementary school children represents the best educational practice, in your estimation?

______ (1) Children should not be bussed to a school other than their neighborhood school

______ (2) Children should be bussed to another school only to relieve overcrowding

______ (3) Nonwhite children should be bussed to another school in order to achieve racial balance

______ (4) Both white and nonwhite children should be bussed into schools with a predominantly different racial composition, to achieve racial balance

13. Do you believe there is a sound basis in educational policy for giving special programs to culturally disadvantaged students at extra cost per pupil?

______ (1) Yes

______ (2) No

______ (3) Undecided

14. What type of faculty do you believe is best for a school with an all nonwhite or predominantly nonwhite student body?

______ (1) An all-white faculty

______ (2) Predominantly white faculty

______ (3) About equal number of white and nonwhite faculty members

______ (4) Predominantly nonwhite faculty

______ (5) All nonwhite faculty

______ (6) It does not matter

______ (7) Selected without regard to race

______ (8) Some degree of integration, but ratio does not matter

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15. What type of faculty do you believe is best for a school with a racially heterogeneous student body?

_______ (1) An all-white faculty
_______ (2) Predominantly white faculty
_______ (3) About equal number of white and nonwhite faculty members
_______ (4) Predominantly nonwhite faculty
_______ (5) All nonwhite faculty
_______ (6) It does not matter
_______ (7) Selected without regard to race
_______ (8) Some degree of integration, but ratio does not matter

16. What type of faculty do you believe is best for a school with an all-white or predominantly white student body?

_______ (1) An all-white faculty
_______ (2) Predominantly white faculty
_______ (3) About equal number of white and nonwhite faculty members
_______ (4) Predominantly nonwhite faculty
_______ (5) All nonwhite faculty
_______ (6) It does not matter
_______ (7) Selected without regard to race
_______ (8) Some degree of integration, but ratio does not matter

GO ON TO THE NEXT PAGE.

PART III PERSONAL INFORMATION

17. How old were you on your last birthday?

_______ (1) Under 26
_______ (2) 26-35
_______ (3) 36-45
_______ (4) 46-55
_______ (5) 56-65
_______ (6) 66 or older

18. What is your sex?

_______ (1) Male
_______ (2) Female

19. As of June, 1965, how many years were you superintendent in this school system?

_______ (1) None
_______ (2) 1 or 2
_______ (3) 3 or 4
_______ (4) 5 to 9
_______ (5) 10 to 14
_______ (6) 15 to 19
_______ (7) 20 to 29
_______ (8) 30 or longer

20. What is the highest earned college degree that you hold? Do not report honorary degrees.

_______ (1) No degree
_______ (2) A degree or diploma based on less than 4 years of work
_______ (3) Bachelor's degree
_______ (4) Master's degree
_______ (5) Professional or specialist diploma (sixth year)
_______ (6) Doctor's degree

21. How many credits of college work have you had beyond your highest degree?

_______ (1) None
_______ (2) 1 to 10 semester hours
_______ (3) 11 to 20 semester hours
_______ (4) 21 to 30 semester hours
_______ (5) 31 or more semester hours

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22. Are you . . . .

_______ (1) Negro
_______ (2) White
_______ (3) American Indian
_______ (4) Oriental
_______ (5) Other

23. Are you of either Puerto Rican or Mexican-American background?

_______ (1) Puerto Rican
_______ (2) Mexican-American
_______ (3) Neither of these

24. Were you appointed or elected superintendent of this school district?

_______ (1) Appointed
_______ (2) Elected

25. Is the school board in this district appointed or elected?

_______ (1) Appointed
_______ (2) Elected
_______ (3) There is no school board in this district

26. What is the total number of years of experience you have had in the educational profession, including your years as a superintendent?

_______ (1) None
_______ (2) 1 or 2
_______ (3) 3 or 4
_______ (4) 5 to 9
_______ (5) 10 to 14
_______ (6) 15 to 19
_______ (7) 20 to 29
_______ (8) 30 or longer

GO ON TO THE NEXT PAGE.

27. In the college where you did most of your undergraduate work, about what percentage of the students were white?

_______ (1) All
_______ (2) 90-99%
_______ (3) 75-89%
_______ (4) 50-74%
_______ (5) 25-49%
_______ (6) 10-24%
_______ (7) 1-9%
_______ (8) None
_______ (9) I did not go to college

28. What will be the total annual salary that you will receive from this school system this year? (Estimate supplements for extra service by using supplements from last year.)

_______ (1) Below $3,000
_______ (2) $3,000 to $3,999
_______ (3) $4,000 to $4,999
_______ (4) $5,000 to $5,999
_______ (5) $6,000 to $6,999
_______ (6) $7,000 to $7,999
_______ (7) $8,000 to $8,999
_______ (8) $9,000 to $9,999
_______ (9) $10,000 to $14,999
_______(10) $15,000 to $19,999
_______(11) $20,000 to $24,999
_______(12) $25,000 to $29,999
_______(13) $30,000 to $34,999
_______(14) $35,000 to $39,999
_______(15) $40,000 or over

GO ON TO THE NEXT PAGE.

Instructions for Part IV, System Statistics

General Instructions

(A) Coverage: Data are requested for regular elementary and secondary schools only. Exclude data for junior colleges, summer schools, and adult education.

(B) Time Periods: Please report all data as of the beginning of the current 1965-66 school year except where noted. Items 34, 39, 40, and Section D are to be reported for the 1964-65 school year. If your fiscal year ends on a date later than September 1, 1965, use expenditure data for the previous fiscal year in Section D. If your records are maintained on a calendar year basis, report data for the 1964 calendar year.

(C) Entries and Estimates: Please make every effort to furnish information for all items pertinent to your district. Where exact information is not available for any item, please make estimates and label them "est". Enter a dash (—) in any item which does not apply to your school system and a zero (0) where the amount to be reported is none. Do not leave any cell blank.

(D) Salaries: Salary data should be stated as gross salary before employee deductions for retirement plans, taxes, etc.

(E) Count of Teachers: The totals for classroom teachers should be the same for data reported in items 35 and 36.

Instructions for Individual Items

Items 30, 32, and 33A: A school plant is defined as a site and building constituting the physical facilities used by a single school, or by two or more schools sharing the use of common facilities.

Item 35: Entries should be based on the staffing pattern of the local school administrative unit. Do not report vacant positions. If an employee serves in more than one position, allocate him (or her) to the position to which the greatest part of the total time is devoted. If the time is equally divided, allocate the person to the position which requires the highest salary according to the salary schedules.

Part-time positions should be reported in terms of full-time equivalents. For instance, the position of a guidance person or librarian in a smaller school district, who is employed to work only half days rather than the full school day, would be considered as one-half of a full-time position and would be reported as .5 of a position. (Convert to the nearest tenth of a position.)

Expenditure Items: The categories of expenditures shown here conform to Handbook II, Financial Accounting for Local and State School Systems, Office of Education Bulletin 1957, No. 4, which generally serves as the guideline for the various State accounting systems. If your system of record keeping places items under general categories different from the major groupings of expenditures in this report, please make an effort to adjust these items to the system requested here.

Expenditures for textbooks: Report here only payments for textbooks furnished free to all public school pupils; exclude payment for textbooks furnished free to indigents.

Expenditures for attendance services: Attendance services consist of those activities which have as their primary purpose the promotion and improvement of children's attendance at school, through enforcement of compulsory attendance laws and other means. Salaries of attendance personnel include salaries paid attendance officers, visiting teachers, home-school counselors, social workers, etc.

Expenditures for health services: Include all school district expenditures for health services for public school students and employed personnel.

Current expenditures for school purposes by agencies other than the school system: Report here the value of services provided to the school district from public sources other than school district funds.

GO ON TO THE NEXT PAGE.

PART IV SYSTEM STATISTICS: A. School Organization and Schools

(Ignore the numbers above the boxes)

29A. Enter an "X" in the box immediately above the lowest and highest grades provided by this school system.

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Nurs	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14

29B. Check the most prevalent organizational plan in this district (answer only if system operates both elementary and secondary schools)

1	2	3	4
☐	☐	☐	☐
6-6	6-3-3	8-4	Other (specify)

30. Number of school plants distributed by number of pupils enrolled and by organizational level, fall 1965: Write in the number of schools in each category.

Enrollment Size Group	(1) Elementary Only (including nursery and kindergarten)	(2) Elementary and Secondary Combined	(3) Secondary Only	Total Sum of 1, 2, 3
(A) 1-49				
(B) 50-99				
(C) 100-299				
(D) 300-499				
(E) 500-999				
(F) 1,000-1,499				
(G) 1,500-1,999				
(H) 2,000-3,999				
(I) 4,000 or over				
Total				

31. Of the total number of secondary schools reported in columns 2 and 3 in Question 30,

(A) how many are accredited by the state accrediting agency ________________________

(B) how many are accredited by the regional accrediting agency ________________________

32. Number of school plants without selected physical facilities: (Indicate the number of school plants which do not have each of the specified facilities)

Item		(1) Elementary Only	(2) Elementary and Secondary Combined	(3) Secondary Only	(4) Total Sum of 1, 2, 3
(A) Auditoriums					
(B) Business education rooms (equipped)					
(C) Cafeterias or lunch rooms					
(D) Gymnasiums (indoor)					
(E) Homemaking rooms (equipped)					
(F) Laboratories	Science (biol., chem., phys.)				
	Foreign language				
	Remedial reading				
(G) School libraries					
(H) Shops					
(I) Auditorium-cafeterias					
(J) Auditorium-gymnasiums					
(K) Cafeteria-gymnasiums					
(L) Infirmary or health rooms (equipped)					

GO ON TO THE NEXT PAGE.

33. School lunch, fall 1965 **Number**

(A) Total number of school plants in which an organized school-lunch program is operated

(B) Average number of pupils served lunch per day in organized school lunch program

(C) Average number of pupils served lunch free (per day)

(D) Average number of pupils served breakfast free (per day)

34. Length of school term 1964-65

(A) The school year for pupils: How many days was school in session during the 1964-65 school year?

(B) The school year for classroom teachers: How many days, including those when pupils were present, were teachers required to work?

PART IV B: Number of Instructional Staff

35. Instructional staff, fall 1965 (Total number of filled positions, full-time equivalent)

Type of Personnel	Number of Personnel by Organizational Level				
	(1) Nursery and Kindergarten	(2) Elementary, Excluding Nursery and Kindergarten	(3) Serving Both Elementary and Secondary Grades	(4) Secondary	(5) Total Sum of 1-4
(A) Principals (including assistant and vice principals)					
(B) Consultants or supervisors of instruction					
(C) Classroom teachers			▨		
(D) School librarians					
(E) Guidance and counseling personnel (nonteaching)					
(F) Audiovisual and TV personnel					
(G) Psychologists and psychometrists					
(H) Total instructional staff					

GO ON TO THE NEXT PAGE.

36A. **Characteristics of Classroom Teachers by degree status and type of certificate, fall 1965:**

In the following table, report the number of teachers in each level of school organization by highest degree obtained and type of teaching certificate. Count each teacher once in each of the two sections of the table.

Organizational Level	Number of Teachers				
	(1) Highest Degree Obtained			(2) Type of Teaching Certificate	
	Bachelor's	Master's or Higher	No Degree	Fully Certificated	Temporary or Emergency Certificate
(A) Elementary (including nursery and kindergarten)					
(B) Secondary (including Junior High)					
(C) Total number of teachers					

36B. **Full-time classroom teachers by salary groups, fall 1965:**

Include as salary all adjustments and increments such as additional sums for dependents, and for services as coach, librarian, etc.

Salary Groups	Number of Teachers
(A) Under $3,000	
(B) $3,000 to $3,499	
(C) $3,500 to $3,999	
(D) $4,000 to $4,499	
(E) $4,500 to $4,999	
(F) $5,000 to $5,499	
(G) $5,500 to $5,999	
(H) $6,000 to $6,999	
(I) $7,000 to $7,999	
(J) $8,000 to $8,999	
(K) $9,000 to $9,999	
(L) $10,000 and over	
(M) Total number of teachers	

GO ON TO THE NEXT PAGE.

PART IV C: Pupils

37A. Number of pupils on current rolls, by organizational level and by grade, fall 1965:

(A)	Elementary	N	K	1st	2nd	3rd	4th	5th	6th	7th (Elem.)	8th (Elem.)	Elem. Ungraded and Unclassified	Total Elem. (include Nursery and Kindergarten)

(B)	Secondary, Including Jr. High	7th (Sec.)	8th (Sec.)	9th	10th	11th	12th	Post-grad.	Sec. Ungraded and Unclassified	Total Sec.	Grand Total (Elem. and Sec.)

37B. Estimated percentage distribution of pupils on current rolls by organizational level, by ethnic group:

Group	Per Cent of Total Enrollment		
	Total	Elementary	Secondary
(A) White:			
1. Mexican-American			
2. Puerto Rican			
3. Other White			
(B) American Indian			
(C) Negro			
(D) Oriental			
(E) Other			
Total	100.0	100.0	100.0

38. Number of pupils and schools on "half-day sessions" and "curtailed sessions." (Include kindergarten or exceptional children only if their time has been reduced below the normal number of hours for those groups.)

	Elementary	Secondary
(A) Number of schools		
(B) Number of pupils		

39A. Average daily attendance in elementary grades, 1964-65 __________

39B. Average daily attendance in secondary grades, 1964-65 __________

40A. Average daily membership in elementary grades, 1964-65 __________

40B. Average daily membership in secondary grades, 1964-65 __________

PART IV D: Current Expenditures for Public Elementary and Secondary Schools, 1964-65

(Full-time day schools only. Exclude current expenditures for food services, student body activities, adult education, summer schools, and junior college.)

41A. Time period covered by this report (please give beginning and ending dates of the fiscal year for this school system.

From ____________________, 1964

To ____________________, 1965

GO ON TO THE NEXT PAGE.

41B. Current expenditures of School System, 1964-65

Account	Hand-book II Acct. Number	Type of Expenditure	Number of Full-Time Positions	Totals	
				Amount	Total Series
Admin-istration	100 Series	Salaries of superintendent and aides, clerical personnel, and other adm. expenses including contracted services, supplies, etc.	▨	▨	$
Instruc-tion	211	Salaries for principals (include assistant principals and administrative deans)		$	▨
	212	Salaries for consultants or supervisors of instruction			▨
	213	Salaries for elementary classroom teachers			▨
	213	Salaries for secondary classroom teachers			▨
	214a	Salaries for school librarians			▨
	214c	Salaries for guidance and counseling personnel			▨
	214d	Salaries for psychologists and psychometrists			▨
	214b, e	Salaries for audiovisual and TV instructional personnel			▨
	215, 216	Secretarial and clerical assistants, and aides to instructional staff			▨
	220	Textbooks (if furnished free by the local school system or an intermediate unit for distribution by local system)	▨		▨
	230	School library and audiovisual materials (include regular expenditures for books, periodicals; exclude capital outlay for new or expanded facilities)	▨		▨
	240, 250	Other instructional expenditures (including office and teaching supplies)	▨		▨
		Total 200 Series Amounts	▨	▨	
Attend-ance Services	310	Salaries of attendance officer, visiting teachers, and secretarial and clerical personnel	▨		▨
	320	Other expenses for attendance services (supplies, travel, etc.)	▨		▨
		Total 300 Series Amounts	▨	▨	
Health Services	410	Salaries of physicians, dentists, nurses, and clerical personnel	▨		▨
	420	Other (supplies, travel, rental of equipment, etc.)	▨		▨
		Total 400 Series Amounts	▨	▨	
Pupil Trans-portation Services	500 Series	Salaries, contracted services, maintenance, insurance, fares to public carriers, replacement of vehicles, etc.	▨	▨	
Opera-tion of Plant	600 Series	Include salaries and wages of custodians, general utility men, and persons who perform housekeeping duties, contracted services, heat and other utilities, janitorial supplies, etc.	▨	▨	
Mainte-nance of Plant	700 Series	Include salaries and wages of employees for services rendered in the upkeep of grounds, such as carpenters, plumbers, electricians, etc; contracted services, repairs to buildings, replacement of equipment, supplies, etc.	▨	▨	
Fixed Charges	800 Series	Employer contribution to retirement funds and social security, rents, insurance, interest on current loans, etc.	▨	▨	
		Series 100—800 = GRAND TOTAL	▨	▨	

GO ON TO THE NEXT PAGE.

41C Current expenditures for school purposes by agencies other than the school system

Type of Service	Agency Providing Service	Total Amount
		$

THANK YOU FOR YOUR COOPERATION.

SCHOOL SURVEY TESTS

COLLEGE SURVEY TESTS

SCHOOL PRINCIPAL'S MANUAL

COLLEGE CO-ORDINATOR'S MANUAL

PLEASE CHECK ALL survey materials immediately against your Shipment Notice and against the checklist in the Survey Administrator's Manual. **NOTIFY ETS** at once if there is any error in count.

EDUCATIONAL TESTING SERVICE

Princeton New Jersey 08540

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The Teachers' Questionnaire should be completed by all persons in schools in which students are tested who fall into either of the two categories below:

a) Teachers teaching one or more classes this year

b) Anyone who spends more than 5 hours per week in guidance counseling.

Thus, teachers of grades which are not tested should complete questionnaires.

INTRODUCTION

The Civil Rights Act of 1964 directed the United States Office of Education to conduct a survey to examine the availability of equal educational opportunities for minority group children in public schools throughout the United States. The results of the survey are to be reported to the President and Congress by July 1966.

The survey is being carried out through the joint efforts of local and state school systems with the Office of Education. This school system and this school have been chosen for the sample, which will represent all American schools, North, South, East and West.

The survey will aim to obtain as complete a picture of schools in this country as possible. Students in selected grades will be given a battery of tests and questionnaires to be administered by their teachers. Teachers, principals, and superintendents are asked to answer questionnaires, in order to complete the picture of the school.

To assure the privacy of each individual's responses, students and teachers are asked not to write their names on response sheets. To preserve the school's anonymity, no identification of schools or school systems will be made in the report to the President and Congress.

The results of this survey will make an important contribution to the educational opportunities of all American children. Your efforts, and the efforts of persons in other sampled schools throughout the country are what will make this contribution possible.

GENERAL INSTRUCTIONS

In any survey, the scores of all students surveyed will be comparable only if all administrators adhere to a common set of procedures; therefore, you and your assistants must be familiar with these instructions and must follow all of them exactly.

Duties of the School Principal/College Co-ordinator

As school principal/college co-ordinator, your chief duties are:

1. To receive materials from Educational Testing Service. Check to be sure the quantities received are the same as those listed on your Shipment Notice. Check the answer sheet serial numbers received against the serial numbers shown on the Shipment Notice to be sure they agree. Record any discrepancies on the copy of the Report of Survey Administration which you receive with the survey materials.

2. To make necessary arrangements in the school/college for the administration of the survey. The school/college is to test only in the grades for which materials have been received.

3. In advance of the survey date, to review with the teachers (survey administrators) the survey administration procedures. Provide each teacher with a copy of the appropriate Administrator's Manual. The principal/co-ordinator must be familiar with the Administrator's Manual for each grade level he works with.

4. The survey should be administered only on the day specified in previous correspondence. On the survey date, distribute to each survey administrator the appropriate survey materials. (See the chart of survey materials on page 9.)

5. At the completion of the survey administration, collect the completed answer sheets, used and unused materials from the teachers. Verify the counts provided by the teachers. For each grade level, sum the teacher counts and enter the total number surveyed by grade level on the Report of Survey Administration. The total number of teachers surveyed is also entered on the Report of Survey Administration.

6. The completed answer sheets being returned to ETS are to be packed by grade level in the plastic bags provided by ETS. At the school level, the principal's answer sheet is placed on top of the teachers' answer sheet group. The answer materials should be mailed to ETS no later than the day following the administration, according to the detailed instructions on page 9 of this Manual.

7. Destroy all remaining used and unused survey booklets, and all unused answer sheets by burning or by thorough machine shredding. This should be done immediately following the administration, and must be certified by the principal's/co-ordinator's signature on the Report of Survey Administration.

Security of Survey Materials

During the period between receipt of survey materials and the administration date, all materials must be kept in a locked room to which only you or your designated assistants have access. No one is allowed to examine survey materials before the survey date.

No teacher (survey administrator) should dismiss students from the survey before verifying that the number of students surveyed added to the number of unused survey booklets equals the number of survey booklets received from you.

Security of Survey Responses

Survey answer materials from all grade levels and the answer sheets of teachers and principals must be considered confidential. No one is to be allowed to inspect these materials after they have been returned to the principal/co-ordinator. The principal/co-ordinator should emphasize the confidential nature of survey responses to all survey administrators and to all teachers being surveyed.

Duties of the Survey Administrator

The chief duties of the survey administrator are to conduct the survey efficiently and quietly and to protect the students from disturbance.

Time of the Survey

The directions for administering the survey assume that it will be given in the morning, but in fact it may be given in the morning or afternoon. If it is necessary to administer the survey in two or more sections at different times of the day, you should make certain that there is no opportunity for one group to discuss survey items with another group, or the security of the survey is destroyed.

The actual survey time is specified in the Administrator's Manual, to the extent that it can be determined accurately. Additional time must be allowed for reading directions and for distributing and collecting survey materials.

Survey Attendance

The principal/co-ordinator should record on the Report of Survey Administration the actual enrollment for each grade level, the attendance on the survey date and the number of students surveyed. Any discrepancy between the survey date attendance and the number surveyed is to be explained on the back of the Report of Survey Administration.

Seating

Ideally, students should be seated far enough from each other to make it impossible for any student to see any other student's answer sheet. A common arrangement is the use of every other seat in alternate rows when space is available.

Proctorial Assistance

If you have more than 25 students being surveyed by a single administrator, it is suggested that you secure one proctor for each additional 25 students to assist in distributing and collecting survey materials and in general survey supervision.

Duties of Proctors

Proctors are to walk about the room frequently during the course of the survey to guard against irregularities and to ensure that every student is following directions at all times.

Proctors should give strict attention to their duties. They should not read or engage in conversation while the survey is in progress. If a proctor pauses behind a student, he should take care not to remain there long enough to disturb or embarrass the student.

Information on Guessing

If a student asks you about guessing, tell him that his score will be the number of correct answers he marks.

Pencils

For first grade students, ETS will provide pencils. All other students being surveyed should be instructed to bring several #2 pencils with erasers with them to the survey administration. Answer marks should be black and should fill the answer spaces completely. Ink or ball point pens, colored pencils, or pencils with extremely soft lead should not be used. Failure to use #2 pencils may result in inaccurate scoring.

Prohibition of Aids

The use of books, slide rules, compasses, rulers, dictionaries or papers of any kind is prohibited during the survey. Students should be instructed that such aids will not be permitted in the survey room. Administrators and proctors must insist on the immediate removal of such aids.

The use of scratch paper is also prohibited. If preliminary calculations are necessary, they may be done in the margins of the survey booklet, but not on the answer sheet.

Students should be asked to remove all unnecessary materials from their desks before the survey begins.

Irregularities in Administration

Various kinds of irregularities may occur during the administration. Survey administrators should be instructed to record any irregularities on the Irregularity Report at the back of each Administrator's Manual. An Irregularity Report should be returned only if an irregularity occurs.

Group Irregularities: (Please enter part of survey affected.)

Overtimings -- An overtiming of more than five minutes should be reported as an irregularity. Answer sheets for overtimed students should be attached by paper clip only, not staples, to the Irregularity Report.

Undertiming -- An undertiming of more than five minutes that cannot be made up should be reported as an irregularity. Answer sheets for undertimed students should be returned attached to the Irregularity Report.

Possible Survey Question Errors -- Any questions concerning possible typographical errors or ambiguities in the wording of survey questions should be reported under "Other Group Irregularities." Please include the survey part and the question number.

Individual Student Irregularities: (For each student, please enter the identifying information -- answer sheet serial number and survey part -- in the boxes provided.)

Defective Survey Materials -- If a survey booklet is found to be defective, give the student a new booklet. He should continue the survey using his original answer sheet.

If an answer sheet is found to be defective, give the student a new one and direct him to continue the survey immediately. The student should not grid the Identification Number on his new answer sheet. The administrator should clip both answer sheets together and attach them to the Irregularity Report for return to ETS.

Cheating -- If you are convinced beyond a reasonable doubt that a student is giving or receiving any kind of assistance during the test part of the survey, his survey booklet and his answer sheet are to be collected. If possible, the student should be isolated from the students who are continuing the survey. The student's answer sheet serial number should be recorded on the Irregularity Report. Check the cheating box at the left and explain briefly under "Remarks."

Since the administration of the survey is the responsibility of the school, the school is responsible for taking whatever disciplinary action may be appropriate.

Withdrawal -- If for any reason a student withdraws permanently from the survey, check the "Withdrawal" box at the left and explain briefly under "Remarks." The answer sheet should be attached to the Irregularity Report for return to ETS.

Other Irregularities -- Occasionally (at grade levels where a separate answer sheet is provided) a student may mark the answers in the survey booklet instead of on the answer sheet or he may misplace the answers on the answer sheet.

All such cases reported or detected should be entered on the "Individual Student Irregularities" section of the Irregularity Report by recording the student's answer sheet serial number and checking the "other" box at the left. Enter a brief explanation under "Remarks." Attach the answer sheet and the survey book (if the answers are marked in the survey book) to the Irregularity Report for return to ETS. All other cases of failure to follow directions are to be recorded on the Irregularity Report also.

Irregularities that Should Not be Reported to ETS

Temporary Absence from the Survey Session--A student may leave the survey administration room during actual survey time; his survey materials should be collected and the same materials given back to him upon his return. If possible, two or more students should be accompanied by a proctor, but under no circumstances should a survey administration room be left unattended. No extra survey administration time may be allowed for temporary absence and it should not be entered on the Irregularity Report.

Students who are absent on the testing date are not to be provided a make-up administration, and the absence should not be recorded on the Irregularity Report.

Illnesses and Distractions--In scoring answer sheets, the emotional and physical conditions of students and various distractions that occur during the administration cannot be taken into account; therefore, such events should not be reported to ETS.

Collection of Survey Materials

When the students have been told to close their survey booklets at the end of the time allowed for their survey, the administrator and/or the proctors are to collect the booklets and answer sheets individually from each student.

Before the students are dismissed, a complete count of all survey booklets and answer sheets (used, unused and defective) must be made and verified.

Destruction of Survey Materials

Immediately after the survey administration, all survey materials not returned to ETS should be destroyed by burning or by thorough machine shredding.

RETURN OF SURVEY MATERIALS

The chart below shows how the survey materials have been color-coded for each grade. Pack each grade's answer sheets in plastic bags, keeping each grade separate from the others. From the ETS-supplied packing materials, select the carton(s) which will contain most efficiently the survey material which you must return. Pack all the plastic bags into the carton(s) for return to ETS. The carton(s) should be mailed from the Post Office no later than the first day following the survey administration.

The completed Report of Survey Administration which you received with your survey materials should be placed on top of the bags in the first carton. If more than one carton is needed to return the survey materials, the cartons should be consecutively numbered. That is, if there are three cartons, you would number the first carton "1 of 3;" the second carton "2 of 3;" and the third carton "3 of 3." Place the return labels over the printed address label on the shipping carton. Be sure to enter all the information requested and to print it as boldly as possible to facilitate checking returned materials.

Grade Level	Answer Sheet	Survey Book	Administrator's Manual
First Grade	Orange	None	Salmon Paper
Third Grade Book A Book B	Brown Green	None	Green Paper
Sixth Grade	Blue Stripe on Bag	Blue Circle on Cover	Blue Paper
Ninth Grade	Pink Stripe on Bag	Pink Circle on Cover	Pink Paper
Twelfth Grade	Yellow Stripe on Bag	Yellow Circle on Cover	Yellow Paper
College Freshman (13th Grade)	Gray Stripe on Bag	Gray Circle on Cover	Gray Paper
College Seniors (16th Grade)	Cherry Stripe on Bag	Cherry Circle on Cover	Cherry Paper
Teachers and Principals	No Color	No Color	None

(OVER)

SPECIAL NOTE FOR THIRD GRADE ANSWER MATERIALS: Each third grader surveyed will have two answer books to be returned. Book A will be brown and Book B will be green. The third grade survey administrators will have been told to return the survey materials to you organized so that each student's survey materials are together with Book A (brown) on top; so that, down a particular stack, the books will alternate -- brown, green; brown, green; etc. You should check to make certain that the books have been organized properly before you pack them into plastic bags, and you should be careful to place both books of any one student in a single bag. The books will have been distinguished only by the identification number, which will be the same on both books.

NOTE: Irregular answer sheets are to be returned attached to the Irregularity Report. Return an Irregularity Report only if an irregularity occurred. An Irregularity Report should be packed on top of the answer sheets.

Educational Opportunities Survey | FORM NCR

COLLEGE SURVEY TESTS

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SENIORS

The college freshman questionnaire is not included because it was almost identical to the one for college seniors.

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EDUCATIONAL OPPORTUNITIES SURVEY

COLLEGE SURVEY TESTS

This test book is divided into several test parts and a questionnaire. The survey administrator will tell you the time limit for each part. During that time you are to work on that part only. The administrator will tell you when to begin and when to end each part. If you finish a part before time is called, you may check your work on it; but you may not work on any of the others.

Do not worry if you are unable to finish a test or if there are some questions you cannot answer. Many students leave questions unanswered and no one is expected to get everything right. You should work as rapidly as you can without sacrificing accuracy.

If a question seems too difficult for you go on to the next question rather than waste your time. Your scores will be determined by the number of correct answers. YOU ARE TO INDICATE ALL OF YOUR ANSWERS ON THE SEPARATE ANSWER SHEET THAT HAS BEEN GIVEN TO YOU. You may use the margins of the test book for scratchwork, but no credit will be given for anything written in the test book. Be sure that all your answer marks are black and that they completely fill the space; do not make any stray marks on your answer sheet. If you erase, do so completely; an incomplete erasure may be considered as an intended response. MARK ONLY ONE ANSWER TO EACH QUESTION.

The last part is a questionnaire. It asks questions about your background and interests. Whatever is true for you is the right answer for each question. Therefore, you probably know the answer to all of the questions on the questionnaire. You may omit any question which you would prefer not to answer, but please answer them all if you possibly can. All your answers will be private.

DO NOT WRITE YOUR NAME ON THE TEST BOOK OR THE ANSWER SHEET.

DO NOT OPEN THIS TEST BOOK UNTIL YOU ARE TOLD TO DO SO.

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PART VI QUESTIONNAIRE

For each question mark the lettered space on the answer sheet that corresponds to the letter of your answer. Mark only one answer for each question. You may omit any question which you would prefer not to answer, but please answer them all if you possibly can.

1. Are you male or female?

(A) Male
(B) Female

2. How old were you on your last birthday?

(A) 16 or younger
(B) 17
(C) 18
(D) 19
(E) 20
(F) 21
(G) 22
(H) 23
(I) 24
(J) 25 or older

3. Where were you born?

01. Alabama
02. Alaska
03. Arizona
04. Arkansas
05. California
06. Colorado
07. Connecticut
08. Delaware
09. District of Columbia
10. Florida
11. Georgia
12. Hawaii
13. Idaho
14. Illinois
15. Indiana
16. Iowa
17. Kansas
18. Kentucky
19. Louisiana
20. Maine
21. Maryland
22. Massachusetts
23. Michigan
24. Minnesota
25. Mississippi
26. Missouri
27. Montana
28. Nebraska
29. Nevada
30. New Hampshire
31. New Jersey
32. New Mexico
33. New York
34. North Carolina
35. North Dakota
36. Ohio
37. Oklahoma
38. Oregon
39. Pennsylvania
40. Rhode Island
41. South Carolina
42. South Dakota
43. Tennessee
44. Texas
45. Utah
46. Vermont
47. Virginia
48. Washington
49. West Virginia
50. Wisconsin
51. Wyoming
52. U. S. possession (American Samoa, Canal Zone, Guam, and Virgin Islands)
53. Puerto Rico
54. Mexico
55. Canada
56. Country other than the U. S. or its possessions, Puerto Rico, Canada, or Mexico
57. I don't know

4. Where was your mother born?

Note: You are to use the list in Question 3 for the answer.

5. Where have you spent most of your life?

(A) In this city, town, or county
(B) In this state but outside this city, town, or county
(C) In another state in the U. S.
(D) In Puerto Rico or another U. S. possession
(E) In Mexico
(F) In Canada
(G) In a country other than the U. S., Canada, or Mexico

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6. Where did you graduate from high school?

(A) In this city, town, or county
(B) In a county next to this one
(C) In some other part of this state
(D) Outside this state but in the U. S. or its possessions
(E) Outside the U. S. or its possessions

7. Specifically, in what state did you graduate from high school?

Note: You are to use the list in question 3 for the answer.

8. In what type of community have you spent most of your life? (Give your best estimate if you are not sure.)

(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium-sized city (10,000 to 100,000 people)
(D) In a suburb of a medium-sized city
(E) Inside a large city (100,000 to 500,000 people)
(F) In a suburb of a large city
(G) Inside a very large city (over 500,000 people)
(H) In a suburb of a very large city

9. Are you . . . .

(A) Negro
(B) White
(C) American Indian
(D) Oriental
(E) Other

10. Are you of Puerto Rican or Mexican-American background?

(A) Puerto Rican
(B) Mexican-American
(C) Neither of these

11. What is your religion?

(A) Baptist
(B) Methodist
(C) Lutheran
(D) Presbyterian
(E) Episcopalian
(F) Other Protestant
(G) Roman Catholic
(H) Eastern Orthodox (including Greek and Russian Orthodox)
(I) Jewish
(J) Other religion
(K) No religion

Note: Questions 12 to 19 refer to your family as it was when you were a senior in high school.

12. How many people lived in your home when you were a senior in high school, including yourself, brothers, sisters, parents, relatives, and others who lived with you?

(A) 2
(B) 3
(C) 4
(D) 5
(E) 6
(F) 7
(G) 8
(H) 9
(I) 10
(J) 11 or more

13. How many rooms are there in your family's home? Count only the rooms your family lives in. Count the kitchen (if separate) but not bathrooms.

(A) 1
(B) 2
(C) 3
(D) 4
(E) 5
(F) 6
(G) 7
(H) 8
(I) 9
(J) 10 or more

14. When you were a senior in high school, where did most of the money come from that paid for your food, housing, and clothing?

(A) My father's work
(B) My mother's work
(C) My stepfather or a male relative's work
(D) My stepmother or a female relative's work
(E) Someone not listed above
(F) I don't know

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15. The items below are things that your family may have had. Mark (A) if your family had it. Mark (B) if your family did not have it.

a. Television set

(A) Yes
(B) No

b. Telephone

(A) Yes
(B) No

c. Record player, hi-fi, or stereo

(A) Yes
(B) No

d. Electric or gas refrigerator

(A) Yes
(B) No

e. Dictionary

(A) Yes
(B) No

f. Set of encyclopedias

(A) Yes
(B) No

g. Automobile

(A) Yes
(B) No

h. Vacuum cleaner

(A) Yes
(B) No

i. Daily newspaper

(A) Yes
(B) No

16. When you were a senior in high school, about how often did your mother or father attend parent association meetings such as the PTA?

(A) Not at all
(B) Once in a while
(C) About half the meetings
(D) Most or all of the meetings
(E) There was no parent association at my high school

17. How many magazines did your family get regularly at home?

(A) None
(B) 1 or 2
(C) 3 or 4
(D) 5 or 6
(E) 7 or more

18. How many books were in your home when you were in high school?

(A) None or very few (0-9)
(B) A few (10-24)
(C) One bookcase full (25-99)
(D) Two bookcases full (100-249)
(E) Three or four bookcases full (250-499)
(F) Five to eight bookcases full (500-999)
(G) More than this (1,000 or more)

19. Did anyone in your home speak a language other than English most of the time? (Spanish, Italian, Polish, German, etc.)

(A) Yes
(B) No ______________________

20. Do you speak a language other than English outside of class?

(A) Yes, frequently
(B) Yes, occasionally
(C) Yes, rarely
(D) No

21. When you were in high school, about how often did you use a public library for reading not required by your school?

(A) Once a week or more
(B) Two or three times a month
(C) Once a month or less
(D) Never

22. Who is now acting as your father? Answer "real father" if you are adopted.

(A) My real father, who is living at home
(B) My real father, who is not living at home
(C) My stepfather
(D) My foster father
(E) A grandfather
(F) Other relative (uncle, etc.)
(G) Other adult
(H) No one

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23. Who is now acting as your mother? Answer "real mother" if you are adopted.

(A) My real mother, who is living at home
(B) My real mother, who is not living at home
(C) My stepmother
(D) My foster mother
(E) A grandmother
(F) Other relative (aunt, etc.)
(G) Other adult
(H) No one

Note: The following questions about your parents refer to the persons you designated in questions 22 and 23. If you have marked that no one is acting as a mother or father to you, answer in terms of your real parents, whether they are living or dead.

24. What work does your father do? You probably will not find his exact job listed, but check the one that comes closest. If he is now out of work or if he is retired, mark the one that he usually did. Mark only his main job if he works on more than one.

(A) Technical—such as draftsman, surveyor, medical or dental technician, etc.
(B) Official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.
(C) Manager—such as sales manager, store manager, office manager, factory supervisor, etc.
Proprietor or owner—such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
(D) Semiskilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
Clerical worker—such as bank teller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
Service worker—such as a barber, waiter, etc.
Protective worker—such as policeman, detective, sheriff, fireman, etc.
(E) Salesman—such as real estate or insurance salesman, factory representative, etc.
(F) Farm or ranch manager or owner
(G) Farm worker on one or more than one farm
(H) Workman or laborer—such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
(I) Professional—such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker
(J) Skilled worker or foreman—such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine
(K) I don't know

25. In what type of community did your mother live when she was about your age? (Give your best estimate if you are not sure.)

(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium-sized city (10,000 to 100,000 people)
(D) In a suburb of a medium-sized city
(E) Inside a large city (100,000 to 500,000 people)
(F) In a suburb of a large city
(G) Inside a very large city (over 500,000 people)
(H) In a suburb of a very large city
(I) I don't know

26. How far in school did your father go?

(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Technical or business school after high school
(F) Some college but less than 4 years
(G) Graduated from a 4-year college
(H) Attended graduate or professional school
(I) I don't know

27. How far in school did your mother go?

(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Technical, nursing, or business school after high school
(F) Some college but less than 4 years
(G) Graduated from a regular 4-year college
(H) Attended graduate or professional school
(I) I don't know

Note: If you have no one acting as a mother or father to you at present answer (E) "I don't know" to the questions referring to that parent who is missing, for questions 28 to 32.

28. How good a student does your mother want you to be in college?

(A) One of the best students in my class
(B) Above the middle of my class
(C) In the middle of my class
(D) Just good enough to get by
(E) I don't know

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29. How good a student does your father want you to be in college?

(A) One of the best students in my class
(B) Above the middle of my class
(C) In the middle of my class
(D) Just good enough to get by
(E) I don't know

30. How good a student do you want to be in college?

(A) One of the best students in my class
(B) Above the middle of my class
(C) In the middle of my class
(D) Just good enough to get by
(E) I don't care

31. Generally, have your parents felt that college training is absolutely essential for you?

(A) Yes, both have
(B) Mother has but father hasn't
(C) Father has but mother hasn't
(D) No, neither has

32. How many brothers and sisters do you have altogether? Include stepbrothers and stepsisters and half brothers and half sisters, if any.

(A) None
(B) 1
(C) 2
(D) 3
(E) 4
(F) 5
(G) 6
(H) 7
(I) 8
(J) 9 or more

33. How many brothers and sisters do you have who are older than you are? Include stepbrothers and stepsisters and half brothers and half sisters, if any.

(A) None
(B) 1
(C) 2
(D) 3
(E) 4
(F) 5
(G) 6
(H) 7
(I) 8
(J) 9 or more

34. How many of your older brothers and sisters left high school before finishing?

(A) Have no older brothers and sisters
(B) None
(C) 1
(D) 2
(E) 3
(F) 4
(G) 5
(H) 6
(I) 7
(J) 8 or more

35. How many of your older brothers and sisters attended a year or more of college?

(A) Have no older brothers or sisters
(B) None
(C) 1
(D) 2
(E) 3
(F) 4
(G) 5
(H) 6
(I) 7
(J) 8 or more

36. From what kind of high school or secondary school did you graduate?

(A) Public high school
(B) Private, nonreligious, nonmilitary
(C) Protestant denominational
(D) Catholic
(E) Jewish
(F) Military
(G) Other

37. Was the high school you graduated from co-educational?

(A) Yes
(B) No

38. What is your class in college?

(A) Freshman
(B) Sophomore
(C) Junior
(D) Senior

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39. Where does most of the money come from that pays for your college expenses?
    - (A) My father's work
    - (B) My mother's work
    - (C) Self-help, including summer work
    - (D) Athletic scholarship
    - (E) Academic scholarship
    - (F) College or bank loan
    - (G) Relatives or friends
    - (H) Family trust fund, insurance plan, or similar arrangement
    - (I) Other

40. Financially, how difficult is it for you to get the money to pay for your college education?
    - (A) No problem at all
    - (B) Only a small problem
    - (C) It is fairly difficult
    - (D) It is very difficult

41. Where are you living this term in college?
    - (A) Dormitory
    - (B) Fraternity or sorority house
    - (C) Home
    - (D) With relatives
    - (E) Other off-campus housing

42. Did you ever take the College Entrance Examination Board Scholastic Aptitude Test (SAT)?
    - (A) Yes
    - (B) No
    - (C) I don't know

43. If you took the Scholastic Aptitude Test, and if you remember your scores, even approximately, add the verbal and mathematics scores (each of the two scores is a three digit score between 200 and 800). If you took the SAT more than once, use the most recent scores you remember. Write the sum of your two scores in the spaces at the top of the columns of numbered boxes. If the sum of your scores is less than 1,000, put a 0 in the first space, then write the three digits of the sum in the other three spaces. Then, below each digit you wrote, blacken the box that corresponds to that number.

44. Did you ever take the American College Testing Program Tests (ACT)?
    - (A) Yes
    - (B) No
    - (C) I don't know

45. If you took the American College Testing Program Tests, and if you remember your Composite Score, even approximately, write the score in the spaces at the top of the columns of numbered boxes. The Composite Score ranges from 0 to 36. If your score was below 10, put a 0 in the first space. Then, below each digit you wrote, blacken the box that corresponds to that number. If you took ACT more than once, use the most recent score you remember.

46. About how many students were in your high school graduating class?
    - (A) Less than 50
    - (B) 50-99
    - (C) 100-199
    - (D) 200-299
    - (E) 300-399
    - (F) 400-599
    - (G) 600-799
    - (H) 800-1,000
    - (I) More than 1,000

47. What proportion of your senior class in high school would you estimate went on to college (including junior college but not technical or business school)?
    - (A) Less than one-fourth
    - (B) From one-fourth to one-half
    - (C) From one-half to three-fourths
    - (D) More than three-fourths
    - (E) I don't know

48. How well do you feel you learned to study in high school?
    - (A) I didn't learn to study at all
    - (B) I learned relatively little about how to study
    - (C) I learned fairly well
    - (D) I learned very well

49. How well did your high school training prepare you for college?
    - (A) Very well
    - (B) Good
    - (C) Fair
    - (D) Poor
    - (E) Very poor

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50. How much education do you want to have?
(A) I don't care
(B) Some college training, but less than four years
(C) Graduate from a four-year college
(D) A graduate degree such as M.A. or Ph.D.
(E) A professional degree such as law (LL.B) or medicine (M.D.)
(F) Undecided

51. What is, or will be, your major field of study in college?
(A) Agriculture
(B) Biological Sciences
(C) Business—Commercial
(D) Elementary Education
(E) Engineering
(F) English or Journalism
(G) Foreign Language
(H) Home Economics
(I) Industrial Arts
(J) Mathematics
(K) Music—Art
(L) Philosophy
(M) Physical Education—Health
(N) Physical Science
(O) Psychology
(P) Social Sciences, including History
(Q) Vocational or Technical Education
(R) Special Education
(S) Other
(T) Undecided

52. The way things look now, what grades do you think you can make this year in your courses?
(A) Not sure I can pass
(B) Probably C's and D's
(C) Probably B's and C's
(D) Probably A's and B's
(E) Probably all A's if I try

53. Are you a full-time or a part-time student this present term?
(A) Full-time
(B) About three-quarters time
(C) About one-half time
(D) About one-quarter time or less

54. How many books did you read (not including those required for school) over the last summer? Do not count magazines.
(A) None
(B) 1 to 5
(C) 6 to 10
(D) 11 to 15
(E) 16 to 20
(F) 21 or more

55. If something happened and it looked like you would have to stop college now, how would you feel?
(A) Very happy—I'd like to quit
(B) I wouldn't care one way or the other
(C) I would be disappointed
(D) I'd try hard to continue
(E) I would do almost anything to stay in college

56. On an average weekday, how much time do you spend studying?
(A) None or almost none
(B) About $\frac{1}{2}$ hour a day
(C) About 1 hour a day
(D) About $1\frac{1}{2}$ hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) 4 or more hours a day

57. Compared with your classmates here in college, do you study more or less than they do?
(A) More than others
(B) About the same as others
(C) Less than others
(D) I don't know

58. Do you ever find yourself bored in class?
(A) Almost all of the time
(B) Fairly often
(C) Occasionally
(D) Almost never

59. Think now of your close friends. How many of them are white?
(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

60. In your classes this year, how many of the students are white?
(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

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61. When you were in high school, about how many of the students were white?
(A) None
(B) A few
(C) Less than half
(D) About half
(E) More than half
(F) Almost all
(G) All

62. In your first eight grades of school, about how many of the students in your classes were white?
(A) None
(B) A few
(C) Less than half
(D) About half
(E) More than half
(F) Almost all
(G) All

63. When you were in high school, how many of the teachers were white?
(A) None
(B) A few
(C) Less than half
(D) About half
(E) More than half
(F) Almost all
(G) All

64. How many of your teachers this term are white?
(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

65. How many of your teachers in the first eight grades of school were white?
(A) None
(B) A few
(C) Less than half
(D) About half
(E) More than half
(F) Almost all
(G) All

66. If you could have anyone you wanted for your close friends, how many of them would be white?
(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All
(F) It doesn't matter

67. If you could be in exactly the college you wanted, how many of the students would you want to be white?
(A) None
(B) A few
(C) About half
(D) Most
(E) All
(F) It doesn't matter

68. If you could be in exactly the college you wanted, how many of the teachers would you want to be white?
(A) None
(B) A few
(C) About half
(D) Most
(E) All
(F) It doesn't matter

69. What was the first grade you attended with students from another race in your classes?
(A) 1st, 2nd or 3rd
(B) 4th, 5th or 6th
(C) 7th, 8th or 9th
(D) 10th, 11th or 12th
(E) College
(F) Have never attended classes with students from another race

70. Are you a member of an organization of teachers or future teachers?
(A) Yes
(B) No

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71 For each area listed, indicate how many courses you took in that subject in the 10th, 11th and 12th grades in high school.

(A) None
(B) $\frac{1}{2}$ year
(C) 1 year
(D) $1\frac{1}{2}$ years
(E) 2 years
(F) $2\frac{1}{2}$ years
(G) 3 years
(H) $3\frac{1}{2}$ years
(I) 4 years
(J) More than 4 years

a. Science courses such as biology, chemistry, general science and physics
b. Foreign language courses such as French, German and Latin
c. Social studies courses such as history, civics and economics
d. English courses including literature, drama, speech and journalism
e. Mathematics courses such as algebra, geometry and trigonometry. Do not count commercial arithmetic or shop mathematics
f. Industrial arts courses such as general shop, woodworking, metalworking and drafting. Do not include job-training courses
g. Vocational education, Trade education and job-training courses such as auto mechanics, foundry, distributive or office education and health occupations
h. Commercial courses such as typing, shorthand and bookkeeping
i. Agriculture courses
j. Home economics courses

72. What is your grade average in your college English courses? Estimate as closely as possible if letter grades were not used.

(A) A (either A-, A or A+)
(B) B (either B-, B or B+)
(C) C (either C-, C or C+)
(D) D (either D-, D or D+)
(E) Failed

73. What was your grade average in your high school English courses?

(A) A (either A-, A or A+)
(B) B (either B-, B or B+)
(C) C (either C-, C or C+)
(D) D (either D-, D or D+)
(E) Failed

74. What is your grade average in your college mathematics courses? Estimate as closely as possible if letter grades were not used.

(A) A (either A-, A or A+)
(B) B (either B-, B or B+)
(C) C (either C-, C or C+)
(D) D (either D-, D or D+)
(E) Failed
(F) No courses taken

75. What was your grade average in your high school mathematics courses?

(A) A (either A- A or A+)
(B) B (either B-, B or B+)
(C) C (either C-, C or C+)
(D) D (either D-, D or D+)
(E) Failed
(F) No courses taken

76. What is your overall grade average in college?

(A) A (either A-, A or A+)
(B) B (either B-, B or B+)
(C) C (either C-, C or C+)
(D) D (either D-, D or D+)

77. What was your overall grade average in high school?

(A) A (either A-, A or A+)
(B) B (either B-, B or B+)
(C) C (either C-, C or C+)
(D) D (either D-, D or D+)

78. In your senior English class in high school, what ability group or track were you in?

(A) The highest track or group
(B) The middle group
(C) The lower group
(D) Our school did not have ability grouping or tracks
(E) I don't know

79. Which of the following best describes your own high school program or curriculum?

(A) General
(B) College preparatory
(C) Commercial or business
(D) Vocational
(E) Agriculture
(F) Industrial arts
(G) Other

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80. Approximately how many white or predominantly white colleges sent a representative to talk with interested students in your high school when you were a senior? (Give your best estimate if you do not know.)

(A) None
(B) 1 or 2
(C) 3 to 5
(D) 6 to 10
(E) 11 to 20
(F) 21 or more

81. Approximately how many all-Negro or predominantly-Negro colleges sent a representative to talk with interested students in your high school when you were a senior? (Give your best estimate if you do not know.)

(A) None
(B) 1 or 2
(C) 3 to 5
(D) 6 to 10
(E) 11 to 20
(F) 21 or more

82. Did an official of the college you are attending, such as an admissions officer or recruiter, visit your high school when you were a junior or senior?

(A) Yes
(B) No
(C) I don't know

83. When did you decide that you were going to college?

(A) I always just assumed I'd go
(B) When I was in elementary school
(C) When I was in the 7th, 8th, or 9th grade
(D) When I was in the 10th or 11th grade
(E) When I was a senior in high school
(F) After I graduated from high school

84. When did you decide that you would go to this college?

(A) I always just assumed I'd go here
(B) When I was in elementary school
(C) When I was in the 7th, 8th, or 9th grade
(D) When I was in the 10th or 11th grade
(E) When I was a senior in high school
(F) After I graduated from high school

85. Are you attending the college you most wanted to go to?

(A) Yes
(B) No

86. How do you and your friends rate socially on this campus?

(A) At the top
(B) Near the top
(C) About the middle
(D) Near the bottom
(E) I don't know

87. Do you usually find writing papers a difficult task, or do you have relatively little difficulty getting your ideas down on paper?

(A) I find writing papers a very difficult task
(B) I frequently have some difficulty writing
(C) Usually I do not have much difficulty writing
(D) I have little if any difficulty expressing myself in writing

88. How bright do you think you are in comparison with the other students in your classes this year?

(A) Among the brightest
(B) Above average
(C) Average
(D) Below average
(E) Among the lowest

89. Did any teacher or guidance counselor encourage you to take further training after high school?

(A) Yes, to go to college
(B) Yes, for technical or advanced job training
(C) Yes, for business or commercial training
(D) Yes, other training
(E) No

90. Have you ever been on academic probation because of low grades in college?

(A) No
(B) Once
(C) Twice
(D) Three times
(E) More than three times

91. Since you first entered college, have you been required to withdraw because of low grades?

(A) No
(B) Once
(C) Twice
(D) Three times
(E) More than three times

GO ON TO THE NEXT PAGE

92. Do you make notes while reading textbooks?

(A) No or almost never
(B) Once in a while, depending upon the subject
(C) I generally do, but I have no particular note-making system
(D) I almost always make notes while reading, and I have a systematic method for doing so

93. Have you generally kept up to date on your course assignments in college?

(A) I have usually been behind on my assignments
(B) I have frequently found myself behind on assignments
(C) I have usually kept my assignments up to date
(D) I have almost always kept my assignments up to date

94. Have you received any honors or awards in college for scholarly achievement?

(A) No
(B) Yes, one or two
(C) Yes, three or four
(D) Yes, five or more

95. Have you held any important offices in your college student government, for example, student body president, class president, member of honor council, etc?

(A) No
(B) Yes, one such office
(C) Yes, two such offices
(D) Yes, three or more important offices

96. Are you a member of any national scholastic honorary society such as Kappa Delta Pi or Phi Beta Kappa?

(A) Yes
(B) No

97. By the end of this year, how many college courses in mathematics will you have taken? (Note: Count each semester or quarter as a separate course.)

(A) No courses (semester, quarter, or equivalent)
(B) 1 course
(C) 2 courses
(D) 3 courses
(E) 4 courses
(F) 5 courses
(G) 6 or 7 courses
(H) 8 or 9 courses
(I) 10 courses or more

98. How many courses in English (including literature, drama, speech, and journalism) will you have taken by the end of this year?

(A) No courses
(B) 1 course
(C) 2 courses
(D) 3 courses
(E) 4 courses
(F) 5 courses
(G) 6 or 7 courses
(H) 8 or 9 courses
(I) 10 courses or more

99. How many courses in the sciences (biology, physics, chemistry, etc.) will you have taken by the end of this year?

(A) No courses
(B) 1 course
(C) 2 courses
(D) 3 courses
(E) 4 courses
(F) 5 courses
(G) 6 or 7 courses
(H) 8 or 9 courses
(I) 10 courses or more

100. How many courses in education will you have taken by the end of this year?

(A) No courses
(B) 1 course
(C) 2 courses
(D) 3 courses
(E) 4 courses
(F) 5 courses
(G) 6 or 7 courses
(H) 8 or 9 courses
(I) 10 courses or more

101. How many courses in foreign languages will you have taken by the end of this year?

(A) No courses
(B) 1 course
(C) 2 courses
(D) 3 courses
(E) 4 courses
(F) 5 courses
(G) 6 or 7 courses
(H) 8 or 9 courses
(I) 10 courses or more

GO ON TO THE NEXT PAGE

102. On each of the following items, answer (A) if you agree; answer (B) if you are not sure; and answer (C) if you disagree.

a. People who accept their condition in life are happier than those who try to change things.

(A) Agree
(B) Not sure
(C) Disagree

b. Good luck is more important than hard work for success.

(A) Agree
(B) Not sure
(C) Disagree

c. People like me don't have a very good chance to be successful in life.

(A) Agree
(B) Not sure
(C) Disagree

d. Every time I try to get ahead, something or somebody stops me.

(A) Agree
(B) Not sure
(C) Disagree

e. If a person is not successful in life, it is his own fault.

(A) Agree
(B) Not sure
(C) Disagree

f. Even with a good education, I will have a hard time getting the right kind of job.

(A) Agree
(B) Not sure
(C) Disagree

g. I would make any sacrifice to get ahead in the world.

(A) Agree
(B) Not sure
(C) Disagree

h. If I could change, I would be someone different from myself.

(A) Agree
(B) Not sure
(C) Disagree

i. I sometimes feel that I just can't learn.

(A) Agree
(B) Not sure
(C) Disagree

j. I would do better in school work if teachers didn't go so fast.

(A) Agree
(B) Not sure
(C) Disagree

k. The tougher the job, the harder I work.

(A) Agree
(B) Not sure
(C) Disagree

l. I am able to do many things well.

(A) Agree
(B) Not sure
(C) Disagree

103. When you finish your education, what sort of a job do you think you will have? You may not find the exact job listed, but answer the one that comes closest.

(A) Technical—such as draftsman, surveyor, medical or dental technician, etc.
(B) *Official—such as manufacturer,* officer in a large company, banker, government official or inspector, etc.
(C) Manager—such as sales manager, store manager, office manager, factory supervisor, etc.
(D) Proprietor or owner—such as owner of a small business, wholesaler, retailer, contractor, owner, etc.
(E) Clerical worker—such as bank teller, bookkeeper, sales clerk, etc.
(F) Protective worker—such as policeman, detective, sheriff, etc.
(G) Salesman—such as real estate or insurance salesman, factory representative, etc.
(H) Farm or ranch manager or owner
(I) Nurse
(J) School teacher or guidance counsellor
(K) Engineering or personnel work
(L) Doctor, lawyer, college professor, or research scientist
(M) Artist, accountant, social worker, or librarian
(N) Skilled worker or foreman—such as carpenter electrician, mechanic, tailor, or foreman in a factory or mine
(O) I don't know or none

GO ON TO THE NEXT PAGE

104. Did you receive advanced placement in any subject when you entered college?
- (A) No
- (B) Yes, one subject
- (C) Yes, two or more subjects

105. Were you required to take any make-up (non-credit) work after you finished high school?
- (A) No
- (B) Yes, one subject
- (C) Yes, two or more subjects

106. When did you first enter college?
- (A) 1962 or more recently
- (B) 1961
- (C) 1960
- (D) 1959
- (E) Before 1959

107. In how many colleges have you been a student?
- (A) Only this one
- (B) Two
- (C) Three
- (D) More than three

108. Which of these statements corresponds most closely to your plans with respect to public school teaching?
- (A) I do not plan to teach (skip the remaining questions)
- (B) Teach for a short time only
- (C) Teach before and after having a family
- (D) A career in teaching
- (E) A career in counseling or educational administration
- (F) Undecided

Note: If you definitely do not plan to teach, (you answered (A)) you have finished the questionnaire. If there is some likelihood that you will teach, please answer the remaining questions before you turn in your answer sheet and booklet.

109. What kind of a high school would you most like to teach in? (Answer even if you will not be a high school teacher.)
- (A) An academic school with strong emphasis on college preparation
- (B) A comprehensive school
- (C) A special curriculum school that is designed to serve the culturally disadvantaged
- (D) Vocational, technical, or trade school
- (E) Commercial or business school

110. If you could take your choice of school settings, which would you select from among the following?
- (A) All children of professional and white-collar workers
- (B) Mostly children of professional and white-collar workers
- (C) Children from a general cross section of the community
- (D) Mostly children of factory and other blue-collar workers
- (E) All children of factory and other blue-collar workers
- (F) Children of rural families
- (G) I have no preference

111. What kind of school do you prefer to work in so far as racial composition is concerned?
- (A) An all-white school
- (B) A mostly white school but with some nonwhite students
- (C) A school that has about half white and half nonwhite students
- (D) A mostly nonwhite school with some white students
- (E) A school with all nonwhite students
- (F) I have no preference

112. What type of class would you most like to teach or counsel?
- (A) A high-ability group
- (B) An average-ability group
- (C) A low-ability group
- (D) A mixed-ability group
- (E) I have no preference

113. If you do teach school, in what grades would you like to teach?
- (A) Elementary, definitely
- (B) Secondary, definitely
- (C) Elementary, probably
- (D) Secondary, probably
- (E) I don't know

GO ON TO THE NEXT PAGE

114. What is the racial composition of the school in which you have taken or probably will take your practice teaching?

(A) Question doesn't apply; I will not do practice teaching
(B) All white
(C) Predominantly white
(D) Racially mixed but more white
(E) Racially mixed but more nonwhites
(F) Predominantly nonwhite
(G) All nonwhite
(H) I have no idea where I will practice teach

115. Which of the following policies on bussing of elementary school children represents the best educational practice in your estimation?

(A) Children should not be bussed to a school other than their neighborhood school
(B) Children should be bussed to another school only to relieve overcrowding
(C) Nonwhite children should be bussed to another school in order to achieve racial balance
(D) Both white and nonwhite children should be bussed into schools with a predominantly different racial composition to achieve racial balance

116. Which of the following policies on neighborhood elementary schools represents the best educational practice, in your estimation?

(A) Neighborhood elementary schools should be maintained regardless of any racial imbalance produced
(B) Neighborhood elementary schools should be maintained, but where possible a device, such as reducing the grade span of schools, "pairing" schools, or another practice, should be used to promote racial balance
(C) The idea of neighborhood elementary schools can be abandoned without significant loss

117. Do you believe there is a sound basis in educational policy for giving compensatory programs to culturally disadvantaged students at extra cost per pupil?

(A) Yes
(B) No
(C) Undecided

118. What type of faculty do you believe is best for a public school with an all nonwhite or predominantly nonwhite student body?

(A) An all-white faculty
(B) Predominantly white faculty
(C) About equal number of white and nonwhite faculty
(D) Predominantly nonwhite faculty
(E) All nonwhite faculty
(F) It doesn't matter
(G) Selected without regard to race
(H) Some degree of integration, but ratio doesn't matter

119. What type of faculty do you believe is best for a public school with a racially mixed student body?

(A) An all-white faculty
(B) Predominantly white faculty
(C) About equal number of white and nonwhite faculty
(D) Predominantly nonwhite faculty
(E) All nonwhite faculty
(F) It doesn't matter
(G) Selected without regard to race
(H) Some degree of integration, but ratio doesn't matter

120. What type of faculty do you believe is best for a public school with an all-white or predominantly white student body?

(A) An all-white faculty
(B) Predominantly white faculty
(C) About equal number of white and nonwhite faculty
(D) Predominantly nonwhite faculty
(E) All nonwhite faculty
(F) It doesn't matter
(G) Selected without regard to race
(H) Some degree of integration, but ratio doesn't matter

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

COLLEGE SURVEY TESTS - SENIORS

ADMINISTRATOR'S MANUAL

This Manual contains the specific instructions for the administration of the College Survey Tests for Seniors (Grade 16). All the directions which you are to read aloud to the students are enclosed in boxes. You are not to depart from these directions or to answer any questions regarding the content of the survey.

The actual survey time will cover approximately four hours and five minutes. You should allow additional time for the distribution and collection of survey materials and for the reading of the directions to the students.

You will receive general instructions concerning the administration of the survey from your college co-ordinator. He will explain the use of the Irregularity Report at the back of this Manual.

Some of the materials necessary for the administration of the survey will be distributed to you by your college co-ordinator. Other materials should be supplied by you. All the materials are on the following list, with check spaces for your convenience.

Check List -- Equipment supplied by the college co-ordinator:

( ) 1. Survey booklets (cherry circle on covers)

( ) 2. Answer sheets

( ) 3. This Administrator's Manual, which includes an Irregularity Report on the inside back cover

Check List -- Equipment supplied by you:

( ) 1. A reliable watch with a sweep second hand (not a stop watch) which you are willing to adjust as the instructions require*

( ) 2. A clock (alarm-clock size or larger), in the event that there is no clock in the examination room. If this is not possible, you can post the amount of time remaining at regular intervals.*

( ) 3. Several #2 pencils with erasers, and a pencil sharpener. Students should be told in advance to have #2 pencils with them.

( ) 4. Scissors, to expedite the opening of the plastic bags which contain the answer sheets

* There always should be two timepieces in each survey administration room as a check to prevent mistiming.

When the students have been seated and are ready to begin, read the directions which follow, pausing where 4 dots appear to allow the appropriate amount of time for the procedure described to be carried out.

> Is there anyone who does not have a #2 pencil with an eraser with him? . . . .

Give a pencil to any student who does not have one with him.

> Each of you will be given an answer sheet and a survey booklet. Do not write anything on the answer sheet until I tell you what to do. When you get your survey booklet, read the directions on the back cover and look up at me when you have finished. Do not open the survey booklet until I tell you to do so.

Distribute the answer sheets and the survey booklets, in that order, to each student individually. Make sure that all survey booklets remain closed. When every student has had time to read the directions on the back cover of the survey booklet, say:

> Place your answer sheet so that the title "College Survey Tests Educational Opportunities Survey" is on your right, and look at the area labeled "Identification Number.". . . . Your Identification Number is printed in red in the six large boxes. Under each large box is a column of spaces labeled from 1 to 0. Go down the column under each large box, find the space containing the corresponding digit, and blacken that space. For example, if the digit in the first large box is 3, go down the column under it until you find the space labeled 3 and blacken that space. Note that zeros are to be treated the same way as any other digit. When you have finished, look up at me. Are there any questions? . . . .

Answer all questions concerning procedures. When all the students have gridded their identification numbers, say:

> Now turn your answer sheet over to Side 2. Your Identification Number has been printed on this side also. Blacken the appropriate spaces beneath your Identification Number as you have done before . . . . Are there any questions? . . . .

Answer all questions concerning procedures. Then say:

Now turn your answer sheet to the first side and look at the area labeled "Part I." You will have approximately 4 hours and 5 minutes to work on the survey. There are 5 parts and a Questionnaire in the survey. The time for each part will be announced as you begin that part. You may not omit any part. If you finish a part ahead of time, check your work on that part. You may not work ahead on a part that has not been announced nor may you go back to a previous part. Be sure that all your answer marks are black and that they fill the answer spaces completely. Do not make any stray marks on your answer sheet. If you erase, do so completely. Incomplete erasures might be read as intended answers. Be certain that for every answer space you blacken, the number there is the same as the number of the question in the survey booklet. Scratch paper is not permitted. Scratch work may be done in the survey booklet, but not on the answer sheet. You will receive no credit for anything you write in the survey booklet. The results of your work must be recorded by blackening the appropriate space on your answer sheet. You are to ask no questions during the survey. If your survey booklet, answer sheet or pencil is defective, raise your hand. Keep your answer sheet and your survey booklet flat on your desk directly in front of you during the survey. You should have nothing on your desk but your survey booklet, answer sheet and pencils. Remember that you are to ask no questions during the survey, so you must ask them now. Are there any questions? . . . .

Answer all questions concerning procedure. Then set your watch at 8:59. When the watch reads exactly 9:00, say:

AT 9:00

> **You will have 75 minutes to work on Part 1. Turn the page and begin work.**

You and/or the proctors should walk about just after the beginning of each part to make sure that each student is working on the correct part and is marking his answers in the appropriate area of his answer sheet.

AT 10:15

> Stop. You will have 25 minutes to work on Part 2. Begin work.

AT 10:40

> Stop. You will have 30 minutes to work on Part 3. Begin work.

AT 11:10

> Stop. You will have 30 minutes to work on Part 4. Begin work.

AT 11:40

> Stop. Place your answer sheet inside your survey booklet, close your survey booklet, and leave it closed on your desk. You will have a five minute rest period. During this time you may stand by your seat but you are not to talk.

You and/or the proctors should walk about the room during the rest period to make sure that all survey booklets are closed and that all answer sheets are inside the survey booklets.

Students may go to the rest room during the rest period. Make sure that all survey materials are left in the survey administration room, and that the survey booklets remain closed with the answer sheets inside.

A short time before the end of the rest period, say:

> Attention, please. Take your seat and get ready to resume work.

When everyone is seated, set your watch at 11:39. When the watch reads exactly 11:40, say:

You will have five minutes to study the directions to Part 5. Open your booklet to the directions for Part 5.	AT 11:40

You will have 25 minutes to work on the problems in Part 5. Turn to Part 5 and begin work.	AT 11:45

The last part of this survey is a Questionnaire. You should try to answer all the questions as best you can. Neither I nor anyone else will see how you answer the questions -- those who are conducting the survey will know you only by the Identification Number on your answer sheet. You will have 60 minutes to work on the Questionnaire. If you finish early, close your survey booklet and sit quietly until everyone has finished. Now, turn to the Questionnaire and begin work.	AT 12:10

Survey administrators may answer questions concerning meaning or interpretation of Questionnaire items.

Try to finish within the next 15 minutes.	AT 12:55

At this point, walk about the room and encourage those who are straggling. Even if you must take over 60 minutes, allow everyone sufficient time to complete the Questionnaire. When everyone has finished, say:

> Close your survey booklet. Do not put your answer sheet in your survey booklet. First the survey booklets and then the answer sheets will be collected. Please do not talk.

Collect the survey booklets and the answer sheets, separately and in that order, from each student individually, and count them. Check to make certain you have a booklet and an answer sheet from each student, and that you have the same quantity of materials that you received from your college co-ordinator.

Any irregularities should be recorded on your Irregularity Report; then return all your survey materials to your college co-ordinator.

IRREGULARITY REPORT

Return ONLY if an irregularity occurs which must be reported. See pages 6 through 8 of the COLLEGE CO-ORDINATOR'S MANUAL.

COLLEGE SURVEY TESTS

GRADE 16 (College Seniors)

GROUP IRREGULARITIES

List answer sheet serial numbers of students involved on reverse side.

GROUP MISTIMINGS ONLY

- - - - - - - - - - - - - -

SURVEY PART

OTHER GROUP IRREGULARITIES

- - - - - - - - - - - - - -

SURVEY PART

INDIVIDUAL STUDENT IRREGULARITIES

defective materials	cheating	withdrawal	other	ANSWER SHEET SERIAL NUMBER	SURVEY PART
REMARKS:					
REMARKS:					
REMARKS:					
REMARKS:					

CO-ORDINATOR: If you are submitting more than one Irregularity Report for this grade, indicate total number_____.
If additional space is required, use the reverse side.

Co-ordinator's Signature

Administrator's Signature

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